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ABSTRACT

This curriculum guide presents 200 activities designed to change children's negative attitudes about the elderly. The activities, many of which use cross generational teaching, are organized around four themes of aging: the process aging; aging in the United States; the image of aging; and preparation for aging. Interdisciplinary in nature, the activities are provided for use in art, health, language arts, math, music, physical education, reading, science, social studies, and writing instruction. Information provided for each activity includes subject area, objectives, materials needed, time required, and teaching procedure. Additional resources preceding the activities include an introduction to the curriculum, a staff development guide, a discussion of how to use senior citizens as school volunteers, a discussion of common misconceptions about aging and the elderly, a bibliography of books, films, agencies, and organizations, and classroom activities for extending the curriculum. (RM)

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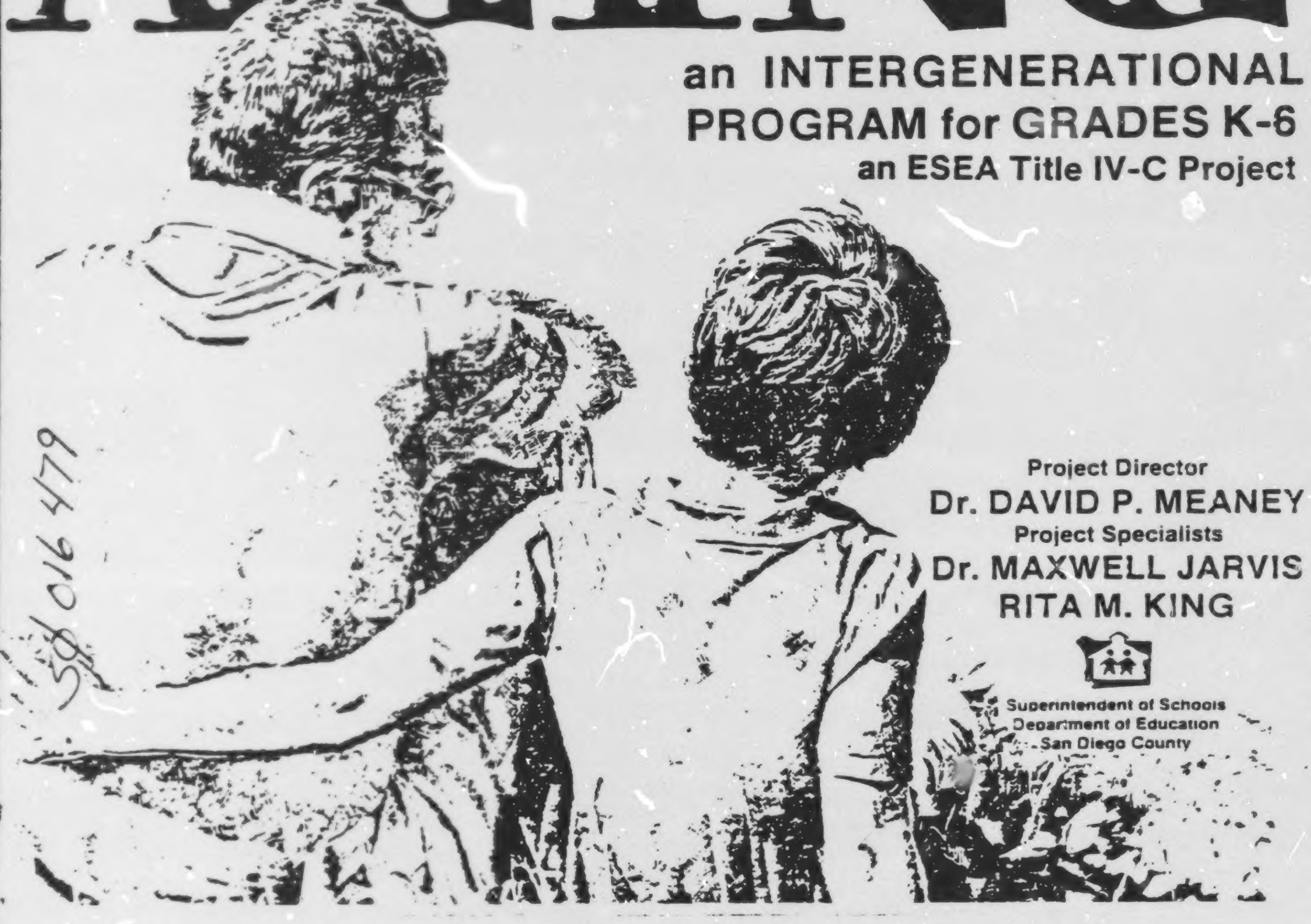
CURRICULUM on AGING

an INTERGENERATIONAL PROGRAM for GRADES K-6

an ESEA Title IV-C Project



SO 016 479

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WHAT DOES THE CURRICULUM ON AGING KIT CONTAIN?

Booklets to assist in implementing the curriculum:

1. Introduction to the Curriculum
2. Curriculum Guide
3. Staff Development Guide
4. The Older Adult As School Volunteer
5. Common Misconceptions About Aging and the Elderly
6. Bibliography of Books & Films; Agencies & Organizations
7. Classroom Activities for Extending the Curriculum

200 activity cards related to each of the four themes:

- Process of Aging
- Aging in the United States
- Image of Aging
- Preparation for Aging

HOW IS THIS PROGRAM UNIQUE?

It is designed in an interdisciplinary mode so that it can be taught as part of the existing curricula in elementary classrooms, grades K-6. It includes an intergenerational component which provides opportunities for older classroom volunteers to become integrally affiliated with the project. Lesson activities are non-sequential; thus, a teacher can utilize materials in a manner that is most appropriate to classroom needs.

Introduction
to the Curriculum on Aging

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INTRODUCTION

Today, Americans over 60 comprise one of every seven persons. But when today's pre-schoolers turn 60, it is projected that those over 60 will represent one out of four Americans. This raises some questions. For example, how will this revolution affect our social institutions? How will it affect our families, employment opportunities, markets and other parts of the economy? How will it impact educational systems and government programs? And, most importantly, how can we as teachers help our students not only to enhance the extra 20 or 25 years that they will attain, but also to improve the quality of their daily lives as well as to be contributing and productive members of society for as long as they live?

Unfortunately, study after study reveals that most people, no matter what their age, have negative feelings about getting older. We as educators know that attitudes formed early in life persist in later life. The **Curriculum on Aging** Project, conceived and initiated in 1979-80, is designed to help elementary school children change and improve these negative attitudes and images about the elderly and the aging process. If those attitudes are not modified or redirected, the result in adulthood can be a personal inability to cope with aging or to utilize the opportunities that growing older brings with it, inappropriate attitudes toward the aged which can be detrimental to family members and older persons, and the continuation of social and political attitudes which minimize the ability of older people to lead happy and productive lives.

There are three major aspects of the curriculum:

1) to provide accurate information early in life so that the children will be able to distinguish myth from reality about their own aging as well as about elderly people;
2) to provide information which will help dispel the fear of growing old;
3) to help children become aware of the significant social and economic impact of the rapidly increasing number of older Americans in our nation.

The **Curriculum on Aging** also emphasizes intergenerational activities which have 5 major purposes:

To:

1) encourage opportunities for closer and more rewarding contacts between younger and older people;
2) provide significant role models often unavailable because of the so-called extended family;
3) create opportunities for older people to utilize their skills and knowledge and talents in meaningful ways;
4) increase and enhance the self-concept of older people;
5) foster a change in the negative attitudes that older people may have about children.

WHY TEACH ABOUT AGING AND THE ELDERLY?

There are three major reasons for teaching about the aging process and the elderly. First is the pervasive social and economic effect that the well-known and documented significant increase in the numbers of older Americans is having, and will have, on our nation. Second, simple as it sounds, is that everyone grows older. Third, and of particular interest to educators, are the negative attitudes that children exhibit about the aging process and the elderly, as reported by a number of research studies.*

Furthermore, this negative image of aging and the elderly is one that is seen not only by children but by all age groups in our society, including the elderly themselves. They see the later years in life characterized mostly by economic insecurity, deteriorating mental and physical powers and loneliness. While this may be true for some, it is definitely not true for most. The Harris Poll, *The Myth and Reality of Aging in America*, Louis Harris & Associates, Inc., 1977, which has been quoted liberally in many publications of general interest, as well as in professional ones, clearly illustrates this.

Nevertheless, the negative image of aging and the elderly remains all too prevalent in our society and must be changed, not only for the benefit of those who are now elderly, but, equally important, for the benefit of all who will one day be elderly. Fortunately, social organizations and even gerontologists are beginning to see the elderly as much more than recipients of services, while educational institutions, kindergarten through college, are beginning to take the lead in learning more about aging and distributing that information to the public.

Therefore, in response to the need for bringing to children a positive approach to their own aging and, in the process, to challenge the prejudices, myths and stereotypes commonly held by children as well as adults about aging and the elderly, the *Curriculum on Aging* was developed by the Department of Education, San Diego County, and has been designed to accomplish the following:

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*See page 5

To:

1) build a more balanced and positive attitude in children about old people and toward each child's own future as he or she matures;
2) change and improve their attitudes about the elderly and the aging process;
3) expose stereotypes about aging to children so that they will be able to distinguish between myth and reality;
4) make children aware of the age-related problems that exist in society and provide opportunities for them to explore ways of dealing with these problems, including many problems that are common to both youth and old age—such as money, transportation, job discrimination, and lack of status;
5) learn that dying is part of living and that the guidance it can provide helps add to the quality of one's life;
6) develop in children awareness of the majority of older people who live vital and active lives and to show them that not every senior is sick or poor or senile or sexless;
7) help children effectively make preparation for their living well at all ages;
8) help children understand that they can have a large measure of control over the aging process;
9) provide children with on-going and meaningful cross-generational contacts and activities that will help bridge the generation gap through thoughtful and enjoyable situations which will have mutual benefits for all participants.

ATTITUDES OF ELEMENTARY SCHOOL CHILDREN TOWARD AGING AND THE ELDERLY

In a significant study by Jantz and Seefeldt (1977) at the University of Maryland, the attitudes of elementary age school children in two large county school systems near Washington, D.C. were evaluated using an instrument called *"Children's Attitudes Toward the Elderly" (C.A.T.E.)* The study revealed that the children generally held the basically unfavorable attitudes listed here.

They:

- expressed a negative attitude toward growing old;
- did not perceive being old as positive;
- preferred the company of younger men, but sometimes showed a preference for older men for altruistic reasons;
- preferred active things with younger men; passive things with older men.
- assigned negative characteristics of "sick" and "sad" to the elderly;
- assigned stereotypical responses relating to behaviors toward the elderly.

The researchers also discovered that children of these ages tend to have:

- limited contact and knowledge of the elderly;
- some knowledge of elderly outside the family structure;
- knowledge of elderly within family structure;
- passive interactions with the elderly;
- alternate terms for old people;

- the ability to identify the oldest man in a series of pictures;
- the ability to order a series of pictures from youngest to oldest;
- the ability to correctly estimate the approximate ages of pictures of four men;
- a concept of age directly related to cognitive development.

CURRICULUM ON AGING

The **Curriculum on Aging** is organized around four themes of aging. They are:

I. Process of Aging
II. Aging in the United States
III. Image of Aging
IV. Preparation for Aging

For each of these themes, four goals were selected. ***The concepts and the goals remain the same throughout all grade levels.**** This unique feature, combined with the non-sequential and ungraded interdisciplinary nature of the curricular activities, is the foundation of the structural design and gives continuity which reinforces progress toward learning.

The program materials are in kit form and designed so that they can be utilized in a wide variety of school settings. For example, the materials can be used equally well in self-contained and open classrooms, in urban, suburban, and rural settings, in schools with high, average, and lower-achieving students, in a variety of socioeconomic communities, and in schools with students from differing ethnic backgrounds. The design also allows teachers to choose from several activities available for each goal to better meet their students' individual needs, interests, and learning modalities.

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*See page 9

INSTRUCTIONAL METHODOLOGY

In order to achieve the basic and overall project objectives of providing accurate information about aging and the elderly, and to promote in children a more positive attitude toward older people, the project utilizes a curriculum infusion methodology. That is, the curriculum is designed in an interdisciplinary mode so that the classroom teacher is always in control of phasing its activities into the normal educational requirements of the grade level.

This enables the teacher to:

1) utilize the lessons without taking valuable time from the demands and requirements of the school day;
2) provide additional meaningful and interesting content around which existing subjects can be taught;
3) make use of the wide variety of skills of the elderly who volunteer in classrooms;
4) demonstrate why academic subjects taught in school are vital to various phases of life.

CURRICULUM ON AGING

Overview of Conceptual Themes and Related Goals

Process of Aging

It is important to learn that individuals can have considerable control over the aging process and that one can make economic, physical and psychological preparations for living well at any age.

Among the concepts to be taught are that the aging process is universal, that each person ages in an individual manner and rate, and that changes in one's life throughout the years need not be traumatic.

GOALS:
Students will:

1. be able to distinguish between young and old.
2. learn about biological changes in process of aging.
3. learn that aging is individual.
4. understand the need for everyone, young and old, to plan for all stages of growing older.

Aging in the United States

In the light of population projections of significant increases in the numbers of older Americans, more and more attention is being focused on the known and probable economic, social and educational fallout of this gerontological 'bomb.' And though the promises and problems of aging are universal, sociologists and gerontologists have long documented that aging in the United States has characteristics that are unique to our society.

GOALS:
Students will:

1. compare family structures in the United States.
2. compare family structure in the USA with other cultures.
3. study the elderly in the United States.
4. investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

Image of Aging

Enlightened self interest, supported by accurate information, can help the young in fighting ageistic stereotypes and discrimination now, which is just as important for their own old age as buying insurance, contributing to a pension fund or any other preparation for the future.

GOALS:
Students will:

1. become aware of ageist attitudes and practices, including their own, in literature, media and social institutions.
2. become able to identify myth and reality in statements about aging and being older.
3. identify people in life who exemplify positive examples of aging and being older.
4. become aware of and be able to identify ageist stereotypes in society.

Preparation For Aging

Medical science and technology are increasing the number of years that one can expect to live. To make all their years, especially the later ones, healthier, happier and more meaningful, children need to learn that planning for them will make it possible to live a more satisfying life at *any* age.

GOALS.
Students will:

1. recognize the importance of developing and maintaining good health habits throughout life.
2. become aware of the importance of financial planning.
3. learn and accept that death is a natural and inevitable phenomenon for all living organisms.
4. understand that educational pursuits should continue throughout life and that people are capable of learning and changing at any age.

LEARNING MATERIALS

The learning materials developed for implementing the teaching of concept themes and goals of the **Curriculum on Aging** are in three basic categories:

I. **Lesson Activity Cards**
II. **Curriculum Guide**
III. **Reference Materials**

I. **Lesson Activity Cards.** There are 200 lesson activities. These are in a non-sequential and ungraded interdisciplinary mode, coded by existing curricular areas and organized into two levels: K-3 and 4-6.

Within each level, lessons are interchangeable at the teacher's discretion by adaptation and/or extension suitable to the maturity of the class and the selected learning modality. The major consideration is always the relevancy of the activity to the overall conceptual themes and goals which are consistent in every grade, K-6.

The classroom activities are described on attractive and easy-to-use cards contained in the project kit. Each card contains a program goal, an objective, a listing of materials needed, an indication of time necessary to complete the activity, and step-by-step procedures for implementing the activity. The back of each card has an area for teachers to list suggestions and local resources that may enhance or extend the activity. Since there are several activities for each goal, teachers may choose activities which best fit the needs, interests, and learning modalities of their students. Although teachers may choose to use as many additional activities as they want, the initial pilot study indicated that the more reinforcement teachers use, the better students meet program goals.

A set of extension activities also accompanies the curriculum which correlates with the themes and provides further suggestions for students desiring additional enrichment where they can utilize flexibility, higher level thinking skills, and creative problem-solving approaches to promote further learning and motivation.

LEARNING MATERIALS

II. **Curriculum Guide.** The purpose of this guide is to help teachers more fully understand the program's conceptual themes:

- **I. Process of Aging**
- **II. Aging in the United States**
- **III. Image of Aging**
- **IV. Preparation for Aging**

It provides an explanation of each theme, a detailed presentation of the activity card format and symbols, and answers to many of the questions usually raised by teachers beginning the use of this program. The guide also explains how to utilize all materials in the kit and suggests instructional strategies for teachers.

III. **Reference Materials, Booklets.** Following are brief descriptions of each of the supplementary booklets included in the **Curriculum on Aging** kit. A careful reading of all of them will help prepare the classroom teacher for an effective presentation of the **Curriculum on Aging** to pupils.

1. ***Introduction to the Curriculum on Aging:*** This booklet contains the background and rationale for teaching the **Curriculum on Aging**. It includes a statement on each of the four conceptual themes and related goals, a report on the negative attitudes children reveal about aging and the philosophy for the intergenerational activities.
2. ***Common Misconceptions About Aging and the Elderly:*** Common misconceptions about aging and the elderly are described and explained. Also included are reprints of articles and a short and highly recommended bibliography. These contain interesting and detailed facts to which the teacher can easily refer for additional information.
3. ***Bibliography of Books and Films: Agencies and Organizations:*** An annotated bibliography of books and films that can be used by teachers to enhance the lesson activities. Materials are listed in appropriate maturity and interest categories. National and state agencies and organizations specializing in gerontology and the interests of older adults are also listed.
4. ***Staff Development Guide:*** Training schedules are outlined which can best assist persons responsible for school or district

inservice training. Specific information related to training is clearly organized.

5. ***The Older Adult as School Volunteer:*** A booklet containing information and suggestions to guide the teacher in effective ways to recruit as well as to maximize the contributions of older people as volunteers for the classroom intergenerational activities of the **Curriculum on Aging.**

6. ***Classroom Activities for Extending the Curriculum:*** These are additional and/or alternative activities which provide variety and enrichment to the **Curriculum on Aging** learning experiences for the pupil. They are especially appropriate for gifted students, small group instruction and students who express interest in a particular area of study. They can also be taught "as is," or adapted for use by other pupils as determined by the classroom teacher.

7. ***Assessing Readiness for Implementing the Curriculum on Aging:*** School staff readiness needs to be assessed. It is the important first step in the planning process. This booklet provides a readiness checklist as a bibliography of publications on successful educational change.

ADDITIONAL ACTIVITIES

Additional activities might be designing a unit of study for in-depth learning of a topic suited to the educational and maturity level of the students; finding or creating material which can be used to carry out the program; or, locating resources within the community which can help to carry out the ideas expressed by either the class or the teacher. It is strongly suggested, however, that teachers make sure to have sufficient variety to present a balanced view of aging.*

That is, the temptation to focus *only* on the plight of the elderly or the problems of old age is to be avoided at all costs. If students are already concerned about growing old, it would be a disservice to present activities that would further promote a distorted and inaccurate picture. Therefore, whatever is done to develop student empathy for, and awareness of, the problems of older people is best combined with efforts to present old age in a more favorable light. For example, students can be made aware that growing old can be a liberating experience—a time when people, freed from the daily responsibilities of job and family, can finally do some of the things that could not have been done earlier. They can learn that many people, even in advanced old age, live happy, active, and creative lives. And, most importantly, they can understand that their own future as they grow older will depend largely on the preparations they make, the life-styles they adopt, the intergenerational understandings they have, and the choices they select beginning while they are young.

*See **Classroom Activities for Extending the Curriculum** booklet.

INTERGENERATIONAL ACTIVITIES

An important part of the classroom program is the intergenerational activities included in many of the 200 lessons. These activities are designed to involve students with older people in ways which go far beyond the usual boundaries of "tender-loving-care," teacher-aide clerical roles, or "grandparent-types" of programs for the elderly.

Examples of these activities include: intergenerational music-making, senior "mentors," sharing hobbies and skills (i.e., music, carpentry, painting, cooking), and discussions led by seniors who have lived in foreign countries or experienced historical events first-hand.

The above activities in and of themselves seemingly are not a great deal different from intergenerational programs now in operation in many schools in the United States. However, what makes them unique in the **Curriculum on Aging** is that they are built into the activities of the curriculum so that *each* of them grows out of and is related to a major conceptual theme of the project along with the goal and objective of the specific lesson. Therefore, rather than each intergenerational activity having a kind of beginning and end, they are related to a concept theme (i.e., "Process of Aging") and a goal (i.e., "learn that aging is individual.") which permeates activities at all levels and thus within the structural design of the project continually helps to build toward the learning of the desired goal, and can be replicated in any classroom structure or setting.

In addition, the intergenerational activities are designed to present a balanced view of aging instead of focusing primarily on the plight of the elderly or the problems of old age. This is in keeping with the growing body of sociological, medical, and scientific knowledge and information which daily is revealing that many elderly people are living active, creative, and fulfilling lives, and that an even greater number can realistically expect to do the same in the future.

A GLOSSARY FOR CHILDREN

Children may need a vocabulary understanding to help in expressing themselves with the **Curriculum on Aging**. The use of proper language and definitions will enhance the study of aging and provide terminology that assists students in other areas of learning.

Age	The number of years you have lived since you were born.
Aging	We get older as we live from year to year. That is called aging.
Cohorts	People who have lived about the same number of years. All children born in 1982, for example, are a cohort group. They will attend school and study most of the same subjects as other children born that year.
Gerontology	The study of aging, of growing older. We learn what will happen to our bodies, as we age. We learn what we will need, what it will be like when we reach old age.
Good Health Practices	Learning and doing those things which keep us healthy, such as eating the right foods and exercising.
Life-Cycle	The life of a person from the time of birth, through infancy to adulthood and old age until death. Each person starts as a baby, becomes an infant, a young child, an adolescent, an adult, and finally an old person.
Life Review (Autobiography)	Looking back at our own lives, and remembering some of the things that have happened to us.
Life Span	The number of years most people live.
Middle Age	The years between adulthood and old age. Usually thought of as the years from 40 to 65.

Nursing Home (also known as Convalescent Home)	Where people go to get special nursing care, usually after being in the hospital.
Older Person	Usually, a person who is 65 years of age or older. May mean any person "10 years older than you are."
Retirement	The time a person stops working full-time. This usually happens about age 62, 65, or 70. Many people work part-time after they retire from full-time jobs.
Retirement Home	A place where people go to live when they don't want to or can't keep house for themselves. Many retirement homes have a central kitchen and dining room, so people who live there do not have to cook or shop.
Senior Center	A place older people go for companionship, clubs, classes, fun, and other services.
Senior Citizen	A term often used to mean an older person.

Curriculum Guide

Curriculum on Aging

Gerald A. Rosander
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San Diego County

Curriculum Guide

Curriculum on Aging

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WAYS TO USE THIS CURRICULUM GUIDE:

This booklet is intended to help acquaint you with the scope of activities in the **Curriculum on Aging**. Preview it by reading the overview. Activities can be coordinated with many lessons from your curriculum; thus, a lesson activity may be taught at any appropriate point for your students and curricular coordination.

Lesson activities are planned so that they utilize older persons within the classroom setting. An information booklet, *"The Older Adult As School Volunteer,"* has been designed specifically to assist you in making that aspect successful.

OVERVIEW OF CONCEPTUAL THEMES AND RELATED GOALS

There are four conceptual themes in the **Curriculum on Aging**. They are: (1) PROCESS OF AGING; (2) AGING IN THE UNITED STATES; (3) IMAGE OF AGING; and (4) PREPARATION FOR AGING. Each theme includes four related goals, all of which have lesson activities that are appropriate for use across grade levels, K-6.

PROCESS OF AGING

Statement:

It is important to learn that individuals can have considerable control over the aging process and that one can make economic, physical and psychological preparations for living well at any age.

Among the concepts to be taught are that the aging process is universal, that each person ages in an individual manner and rate, and that changes in one's life through the years need not be traumatic.

Goals

Students will:

1. be able to distinguish between young and old.
2. learn about biological changes in the process of aging.
3. learn that aging is individual.
4. understand the need for everyone, young and old, to plan for all stages of growing older.

Why is it important to teach children about the PROCESS OF AGING?

Learning more about the aging process may seem an unlikely priority goal for teachers to have for their students. After all, the students are at least 50 to 60 years away from their own old age. Studies show that the sooner people become aware of their ability to have significant control over this process, the better the chances will be for them to add significantly more qualitative time to their lives. Since an increasing number of people are living longer and many more can have healthier lives, it becomes increasingly important for young people to explore positive aspects of aging and being older.

That is to say, every person is aging. People, young and old, are constantly growing, developing and changing, beginning at birth. The primary thrust, therefore, of the lesson activities in this section, is to enable students to see themselves as positive participants in the developmental sequence of the process of aging.

AGING IN THE UNITED STATES

Statement:

In the light of population projections of significant increases in the numbers of older Americans, more and more attention is being focused on the known and probable economic, social, and educational fallout of this gerontological 'bomb.' Although the promises and problems of aging are universal, sociologists and gerontologists have long documented that aging in the United States has characteristics that are unique to our society.

Goals

Students will:

1. compare family structures in the United States.
2. compare family structure in the USA with other cultures.
3. study the elderly in the United States.
4. investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

Why is it important to teach children about AGING IN THE UNITED STATES?

One of the most striking demographic trends of the twentieth century has been the aging of the nation's population. In 1900, only 3.1 million persons were 65 years of age or older (4% of the total). By 1980 the number had increased eightfold, reaching 25 million (11% of the total). By the year 2000, some 54 million persons will be 55 and older and nearly 32 million will exceed age 65 (12% of the total).

It is clear, therefore, that society (and, by extension, society's schools) can no longer ignore the present effects and future impact of our fast growing older population on the economic, social and educational life of our country. It can also no longer avoid the necessity for bringing information about these changes to the young, who will in time be part of, and share in, the promises and problems of the unique aspects of aging in the United States.

Intergenerational lesson activities highlighting existing multi-cultural patterns and family structures within the United States community, as well as comparing them with other nations, are an important part of this section.

IMAGE OF AGING

Statement:

Enlightened self interest, supported by accurate information, can help the young in fighting ageistic stereotypes and discrimination now, which is just as important for their own old age as buying insurance, contributing to a pension fund or any other preparation for the future.

Goals

Students will:

1. become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.
2. become able to identify myth and reality in statements about aging and being older.
3. identify people in life who exemplify positive examples of aging and being older.
4. become aware of and be able to identify ageist stereotypes in society.

Why is it important to teach children about IMAGE OF AGING?

Research studies have documented that children exhibit negative attitudes about growing older and about elderly people. If these attitudes are not modified or redirected, the result in adulthood can be a personal inability to cope with aging, inappropriate attitudes toward the aged which can be detrimental to family members and other older persons, and the continuation of social and political attitudes which minimize the ability of older people to lead happy and productive lives.

Among the primary purposes of lesson activities in this section are: to promote in children a more positive attitude toward older people and the aging process, to challenge the stereotypes about aging, to develop in them an awareness that the majority of older people live vital and active lives, and to provide accurate information to help them distinguish between the myths and realities of aging. These concepts are taught through learning experiences which bring older persons into the classroom as partners in education.

PREPARATION FOR AGING

Statement:

Medical science and technology are increasing the number of years that one can expect to live. To make all their years, especially the later ones, healthier, happier and more meaningful, children need to learn that planning for them will make it possible to live a more satisfying life at *any* age.

Goals

Students will:

1. recognize the importance of developing and maintaining good health habits throughout life.
2. become aware of the importance of financial planning.
3. learn and accept that death is a natural and inevitable phenomenon for all living organisms.
4. understand that educational pursuits should continue throughout life and that people are learning and changing at any age.

Why is it important to teach children about PREPARATION FOR AGING?

It is not enough to acquaint children with the presently calculated life expectancy, which already takes them beyond the Biblical threescore years and ten. Today, when all types of science, including health and medicine, may still be in their infancy, imaginations should be whetted to the possibility that steadily increasing numbers of young people may very well attain the age of 90 or 100 years and be in better health and circumstances than ever their parents and grandparents knew, or any society in the earth's history has known.

This means that the capacity for meaningful activity can and will be retained well beyond the years past 55 and that it will be important for a person to develop broadened vocational and avocational interests and skills that will serve throughout a very long life.

The lesson activities of this section which include emphasis on the early development of good health habits, sound financial planning and the values of continuing one's education throughout life, are further enhanced by suggestions for utilizing older adults as role models.

WHAT DOES THE CURRICULUM ON AGING KIT CONTAIN?

Booklets to assist in implementing the curriculum:

1. Introduction to the Curriculum
2. Curriculum Guide
3. Staff Development Guide
4. The Older Adult As School Volunteer
5. Common Misconceptions About Aging and the Elderly
6. Bibliography of Books & Films; Agencies & Organizations
7. Classroom Activities for Extending the Curriculum

200 activity cards related to each of the four themes:

- ★ Process of Aging
- ★ Aging in the United States
- ★ Image of Aging
- ★ Preparation for Aging

HOW IS THIS PROGRAM UNIQUE?

It is designed in an interdisciplinary mode so that it can be taught as part of the existing curricula in elementary classrooms, grades K-6. It includes an intergenerational component which provides opportunities for older classroom volunteers to become integrally affiliated with the project. Lesson activities are non-sequential; thus, a teacher can utilize materials in a manner that is most appropriate to classroom needs.

7

EXAMPLE OF ACTIVITY CARD FORMAT (Front)

IMAGE OF AGING

I

ONCE UPON A TIME

GOAL	OBJECTIVE
Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.	Students will possess more accurate information of how life was for many people 50 years ago.

TIME: One class period

MATERIALS

Arrange for an older adult to talk with students about childhood memories of school, home, transportation, movies, toys, etc.

PROCEDURE

Invite an older person to come to school and talk with students about memories he or she has about school, home, transportation, movies, toys, etc. Compare what he or she says to what children in the class think. Create a chart listing similarities and differences.

EXAMPLE OF ACTIVITY CARD FORMAT (Back)

RESOURCES

Indicate resources that are available in your particular school setting which would assist in implementing the activity.

NOTES

Jot down information to assist with lesson implementation or adaptation for your personal needs.

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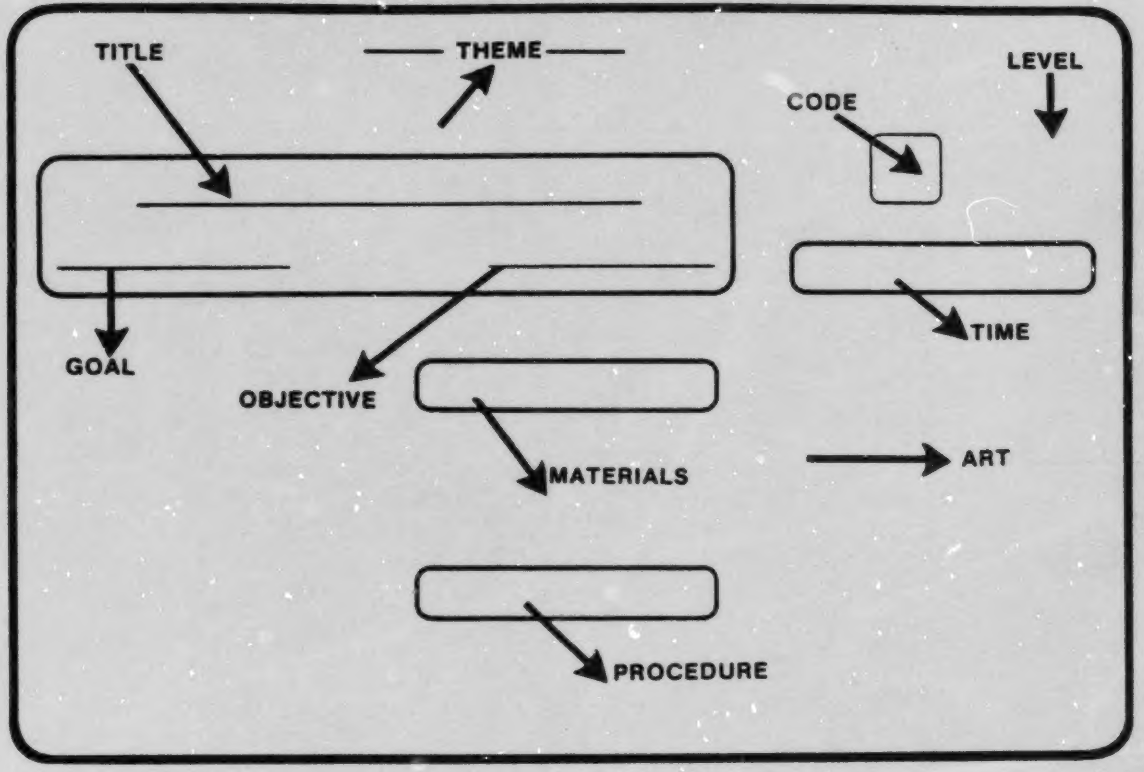
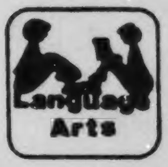
EXPLANATION OF LESSON ACTIVITY FORMAT


TITLE
THEME
LEVEL
CODE
GOAL
OBJECTIVE
TIME
MATERIALS
ART
PROCEDURE

Explanation of
CURRICULUM COORDINATION CODE

Symbols appropriate to curriculum coordination are noted on activity cards in the upper right-hand section.



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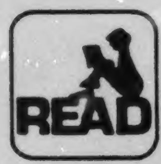

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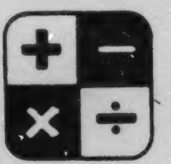

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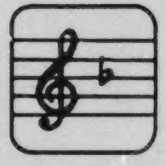

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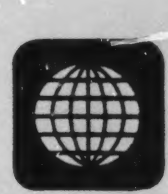

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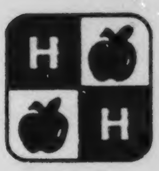

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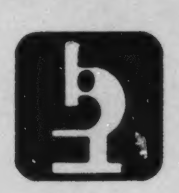

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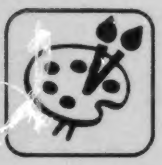
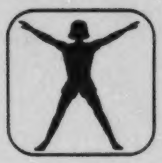
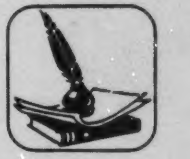


Art



Physical Education



Writing

EXPLANATION OF LEVELS:

The **Curriculum on Aging** has been designed for flexible use within your classroom structure. Therefore, activities are placed in categories called "levels" and are not necessarily sequential. A Roman Numeral "I" or "II" is seen at the upper right-hand corner of each lesson which, along with blue or yellow color coding, designates the level.

Level I — Blue Cards

Those lessons which are on blue cards are particularly suitable for use with students from kindergarten through grade three. You will need to use your own judgment about specific lessons for your own students. Because activities are non-sequential, you can pick and choose those which especially relate to content area material. Also, you are in control of pacing each lesson to the needs of your class. Slower-paced students at higher grade levels will also find many of these lessons suitable or adaptable for their interests and needs.

Level II — Yellow Cards

Those lessons which are on yellow cards are particularly suitable for use with students from fourth through sixth grade. Again, use your own judgment about specific lesson activities for your own students. These, too, are non-sequential. Select those which meet objectives you choose to stress or that correlate with subject matter appropriate to your needs. Faster-paced students at earlier grade levels may also find suitable activities in this section.

SUGGESTED CLASS GROUPINGS:

LARGE GROUPS: Most activities can be utilized by entire classes at one time if that is your choice. Due to the participatory nature of each lesson, you may also wish to consider other grouping suggestions.

SMALL GROUPS: Many activities can be successfully implemented within small groupings. Students can also be grouped with a senior volunteer. Several small groups, rather than one large group, provide more opportunities for students to participate. In addition, many activities have segments which would be particularly appropriate for small group settings.

INDIVIDUALS: There are activities—and portions of activities—which pertain to individual study, research, and other independent expression. You will need to facilitate these in a way which is appropriate to the age and maturity of your class. A senior volunteer, older student, or aide may be helpful.

CURRICULUM COORDINATION MATRIX

Given the validity of the **Curriculum on Aging** itself, the effective use of the teacher's time and expertise in implementing it in the classroom will be related to making its interdisciplinary thrust work. This matrix, arranged in Levels I and II* for each of the four Conceptual Themes,** is designed to help accomplish this.

It serves two purposes:

1) to enable the classroom teacher to easily identify a specific lesson activity for coordination within the academic subject area to be taught.
2) to serve as a cumulative checklist as well as to avoid teaching of lessons already taught to the pupils as they move on to another grade level.

NOTE:
Since the title and illustration on each lesson activity card give clues to the basic nature of the activity, a quick preliminary reading overview of all the cards in either Level I or II (as appropriate) is recommended.

* page 12
** pages 2-6

PROCESS OF AGING, LEVEL I — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	About Face	X	X	X							
	Action Theater			X					X		
	Animal Talk		X					X	X		
	Baby! Look At You Now			X					X	X	
	Balloon Bylines	X		X							
	Building Blocks			X	X					X	
	Clay Play	X		X					X		
	Exercise For Energy	X		X			X				
	Eyes See You		X				X		X		
	Family Facts	X		X						X	
	Happiness Is A Friend	X		X						X	
	Have a Heart	X		X						X	
	Hobby Know-How	X	X	X							
	House Call	X								X	
	Inner-View Interview		X	X						X	
	Let's Face It		X	X						X	
	Old Favorites			X						X	
	Photo Fun			X	X				X		
	Picture Perfect			X	X				X		
	Positive People			X						X	X
	"Ribbit"—Live It	X							X	X	
	Shape Up		X				X	X			
	A Snapshot In Time		X							X	
	Solve It Sensibly	X		X							X
	Very Important Choices		X						X	X	

Copy this for your record-keeping purposes.

PROCESS OF AGING, LEVEL II — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Am I Myself	X		X						X	
	Careers For All Ages		X	X						X	
	Cinderella Revisited			X				X			
	Difficult Decisions			X	X						X
	Environmental Differences		X					X	X		
	The Eyes Have It		X	X					X		
	Fuel For Your Future		X						X		X
	Fun With Friends			X							
	Gloss Floss		X								
	His-Story My-Story			X						X	X
	Hit The Travel Trail			X	X					X	
	Hobby Happiness			X							
	Imagination Unlimited		X	X							X
	Keeping Your Battery Charged		X				X			X	
	Open-Ended Ideas		X	X			X				
	Pace Your Plant		X		X				X		
	Seeing Is Believing			X						X	
	SMILE!		X	X					X		
	Taste And Time		X	X					X		
	Time Line Of My Life			X	X					X	
	Truth In Advertising?			X							
	What You See Is What You Get		X	X					X		
	A Wrinkle In Time			X				X	X		
	Write On!			X						X	X
	Yesterday, Today, and Tomorrow	X		X						X	

Copy this for your record-keeping purposes.

AGING IN THE UNITED STATES, LEVEL I — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Air Care		X	X						X	
	Challenge With Change			X						X	X
	Come "Onna" My House			X						X	X
	Cross-Age Interests		X	X						X	
	Face The Facts		X				X				
	Home Sweet Home		X	X						X	
	I Am Special	X		X						X	
	It's A Small World	X		X						X	
	Japan Culture Revisited			X						X	
	Junior Architects	X	X							X	
	Let's Celebrate	X				X				X	
	Love Abounds			X						X	
	Meet and Greet			X						X	
	Natural Beauty	X								X	
	Necessary Needs		X							X	
	Nutritious Eat-Ins		X	X						X	
	Pop Psychology		X	X							
	Response-Abilities	X		X						X	
	Senior Scenes			X	X					X	
	Sounds Of Life		X	X							
	Story Symbols	X						X		X	
	Thoughts Of Thanks	X								X	
	Totem Tales	X		X						X	
	Viva Life	X		X						X	
	Voting Privilege			X	X					X	

Copy this for your record-keeping purposes.

AGING IN THE UNITED STATES, LEVEL II — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	The Aging Revolution			X						X	
	Black Is Beautiful							X		X	X
	Chinese New Year	X		X						X	
	Condo Mania			X						X	
	Driving Know-How			X	X					X	
	Hello And Shalom			X				X		X	
	Housing Happenings	X		X						X	
	Irish Lore							X		X	X
	Is The Price Right?		X		X						
	It's Your Move			X						X	
	Junior Olympics						X				
	Keeping Up With The Times			X						X	
	Lead Me On		X								
	Live And Learn	X			X					X	
	Massachusetts Or Bust!				X		X			X	
	Money Isn't Funny		X		X					X	
	Originality			X						X	
	Personal History			X						X	
	Social "Security"			X	X					X	
	Song And Dance Of Ireland					X	X			X	
	South Of The Border			X						X	X
	Super Sales Sense			X						X	X
	Tripping Along			X	X					X	
	The Voice Of Experience			X				X		X	
	Voting Power			X	X					X	

Copy this for your record-keeping purposes.

IMAGE OF AGING, LEVEL I — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Active Ages			X						X	
	Active And Acting It		X	X							
	Be A Sport						X			X	
	Can Do!	X	X							X	
	Cross-Age Creations	X		X							X
	Down Memory Lane			X						X	
	Face The Facts	X		X						X	
	Facial Features	X	X	X							
	Fiction Prediction			X				X			
	Guest Gab			X						X	
	Guest Gusto			X						X	
	Hot Wheels!			X						X	
	Let's Celebrate	X		X						X	
	Life Cycles			X					X		
	Making Sense		X	X					X		
	Once Upon A Time			X						X	
	Puppet Play	X		X						X	
	Read 'Em			X				X			
	Rhyme Time			X							X
	Role Models			X						X	
	Spirit of Life	X	X							X	
	Talents Alive	X	X	X							
	There Was An Old Woman		X	X				X			
	Viewer Views			X						X	
	Young At Heart	X							X	X	

Copy this for your record-keeping purposes.

IMAGE OF AGING, LEVEL II — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Adver-Tease-Ment		X	X							
	And The Music Goes On			X		X				X	
	Be Prepared			X				X		X	
	The Beat Goes On			X		X					
	Can We Always Learn?			X						X	
	Careful Carfull			X	X						X
	Differences Differ	X								X	
	Faces In History			X				X		X	
	Family Mobile-ity	X								X	
	Getting To Know You			X						X	
	Goals To Grow On			X						X	X
	Grandparents Day		X	X						X	
	Greetings Or Groanings			X				X			X
	Interesting People		X	X							X
	Learning Is Forever		X	X							
	News-Worthy			X						X	X
	Personal "T.V. Guide"			X						X	X
	Profiles Of Wisdom			X						X	X
	A Reality			X						X	
	Remarkable Nonconformity		X	X							X
	Shifting Gears			X						X	
	Skit Catalyst			X						X	X
	The Sky's The Limit			X				X		X	
	Truth In Advertising			X						X	
	What To Believe			X						X	X

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PREPARATION FOR AGING, LEVEL I — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Bank It			X	X				X		
	Class Gardens		X		X				X		
	Food For Thought		X	X							
	The Four Seasons			X	X				X		
	Giving Threes			X					X		
	Let Nature Take Its Course	X		X					X		
	Let's Collect			X	X				X		
	Let's Remember			X					X	X	
	Life Lessons			X					X	X	
	Lifelong Learning		X	X							
	Make Sense Of It		X	X					X		
	Meal Marvels	X	X	X							
	Moving On	X	X						X		
	Musical Pursuits			X		X					
	Pet Memories	X		X					X		
	Picture Of Health	X	X				X				
	Planning Power	X			X						
	Playful Pastimes		X	X							
	Poster Power	X	X	X							
	Save For Fun				X	X					
	Seasons And Change	X		X					X		
	Seed Cycle				X				X		
	Time Of Life And Death			X					X	X	
	To Market, To Market		X	X						X	
	Wish Upon A Star	X		X							X

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PREPARATION FOR AGING, LEVEL II — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	A To Z Activity	X	X								X
	Ad Analysts		X	X							X
	Body Sense		X	X			X				
	Budget Buys		X		X						
	The Cost Of Living		X		X					X	
	Decisions, Decisions!			X	X						X
	A Diamond In The Rough		X	X							X
	Ebb Tide			X					X		
	Everything Changes			X				X	X		
	First Things First			X	X						X
	Global Learning			X						X	
	Health Wealth		X	X			X				
	Healthy Habits		X	X							X
	Hear! Hear!			X						X	X
	Hobby Discovery		X	X							
	Imagination Stimulation		X	X				X			
	Learning Never Stops		X	X							
	Movie Money Strategy			X	X						
	On My Epitaph . . .				X			X			X
	A Pet			X	X						
	The Saving Play			X	X						
	Shop Talk		X		X						X
	What Is Hope?			X				X			X
	Work Toward A Better Tomorrow			X						X	X
	Written Expressions		X							X	X

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Staff Development Guide

Curriculum on Aging

Developed By

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June 1983

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ESEA Title IV-C Project

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FOREWORD

Many excellent curricular projects which are successfully developed receive high marks for effectiveness but eventually wind up on the shelf because the originators are no longer directly involved and there is no one left to carry it on. We don't want that to happen to the **Curriculum on Aging.**

Therefore, this *Staff Development Guide* is an attempt to make it possible for any experienced teacher (with a little homework) to lead colleagues into an understanding of the concepts and ideas of the **Curriculum on Aging** that will enable them to teach it to their pupils.

Several things make it reasonable to believe that this will happen. First, every teacher is already involved in, and aware of, aging because everybody grows older and therefore has already acquired background experiences, and developed attitudes about the subject. Second, the procedures recommended for leading the inservice program to accomplish this goal are built on the expertise of the teachers as professionals who know what they are doing. Third, once begun, it is reasonable to expect that the **Curriculum on Aging** will continue to be taught in the classroom because it is designed to be coordinated with the regular curriculum. Thus, it will not invade the teacher's responsibilities for teaching the mandatory academic disciplines by requiring that anything be eliminated or that extra time be involved. And fourth, understanding and teaching the Curriculum's activities about aging and the elderly does not demand that one be a gerontologist.

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INTRODUCTION

The purpose of this guide is to offer suggestions to a staff member on how to organize and administer an orientation program on the **Curriculum on Aging** for the teachers who will be teaching it to their pupils. In order to effectively present the concepts, materials and lesson activities of the **Curriculum on Aging**, the task of this person (who needs no special training in gerontology) is to study the information on aging in this Staff Development Guide and use it to engage the participants in:

1) an orientation to the **Curriculum on Aging** lesson activities and materials, including their curricular structure and interdisciplinary mode;
2) building and maintaining a growing fund of knowledge about the aging process and the elderly;
3) learning about the rationale and procedures for a positive approach to intergenerational activities.

The agenda items to do this may be tailored to suit local needs. They include the following activities: explanation of all materials in the **Curriculum on Aging** Kit; demonstration lesson; visual presentation of key materials; role- playing activities for seniors and teachers; and discussion groups

Since much of the information needed for these activities is already in at least one of the booklets in the **Curriculum on Aging** Kit, it will not be repeated in this guide. However, references to the specific pages in other guides will be made as appropriate. It is suggested that, as you read this guide, the **Curriculum on Aging** Kit be kept on hand for examination of those materials in the Kit which are identified. And finally, the procedures suggested to carry out this assignment recognize that teachers know how to teach and are, therefore, based on:

1. maximizing the professional competencies of teachers and the leader working together as colleagues;
2. the assumption that they are already interested in the fundamental concepts supporting the **Curriculum on Aging**; and
3. that they are in agreement with the need for teaching them to school children.

ORGANIZATION AND DESCRIPTION OF MATERIALS

The Kit consists of 200 lesson activity cards, 8 resource guide booklets and 9 single sheets with information excerpted from the resource booklets. These sheets are for conversion to TRANSPARENCIES I-IV and for photocopying (TOPIC REFERENCES I-IV plus one DUPLICATING MASTER) so that all participants in the inservice program will have personal access to that information when it is needed during the inservice meeting.

LESSON ACTIVITY CARDS

1. There are 200 lesson activity cards in the Kit divided into eight sections and organized by the four **Curriculum on Aging** concepts: Process of Aging, Level I, Level II; Aging in the United States, Level I, Level II; Image of Aging, Level I, Level II; and Preparation for Aging, Level I, Level II.
2. Blue cards, Level I, are simpler activities usually geared for grades K, 1, 2, and 3. Yellow cards, Level II, are somewhat more involved and generally geared for grades 4, 5, and 6.
3. Each card contains a lesson activity related to one of the conceptual themes plus one of the theme's four goals.
4. All lesson activities are coordinated with one to three regular curricular subjects. These co-curricular subjects are designated by the symbol(s) in the upper right-hand corner of the card (see Transparency II).

RESOURCE BOOKLETS

In addition to the 200 lesson activity cards, the Kit contains eight resource booklets Each provides readers with pertinent information to better enable them to make use of the curriculum. They are:

1. INTRODUCTION TO THE CURRICULUM
2. COMMON MISCONCEPTIONS ABOUT AGING AND THE ELDERLY
3. CURRICULUM GUIDE
4. BIBLIOGRAPHY OF BOOKS AND FILMS: AGENCIES AND ORGANIZATIONS
5. STAFF DEVELOPMENT GUIDE
6. THE OLDER ADULT AS SCHOOL VOLUNTEER
7. CLASSROOM ACTIVITIES FOR EXTENDING THE CURRICULUM
8. ASSESSING READINESS FOR IMPLEMENTING THE CURRICULUM ON AGING.

AGENDA ITEMS

The following items are in a sequence designed to assist the Staff Development leader to acquire as well as to promote a clear understanding of the **Curriculum on Aging** and the interdisciplinary nature of its relationship to the elementary school curriculum. It is recommended that a definite agenda be established and that all materials identified for use in the activities on the following pages be prepared in advance.

Before meeting with the teachers, read the following four booklets:

1. INTRODUCTION TO THE CURRICULUM ON AGING
2. COMMON MISCONCEPTIONS ABOUT AGING AND THE ELDERLY
3. THE OLDER ADULT AS SCHOOL VOLUNTEER
4. CURRICULUM GUIDE

A great deal of information is also available in the remaining four booklets included in the Kit. They can be read as needed. The booklet indexes will help locate information quickly.

Begin the inservice meeting by stating the objectives of the **Curriculum on Aging.** They are:

1. To improve children's attitudes about aging and older people.
2. To increase children's knowledge about aging and older people.
3. To challenge stereotypes and myths about aging and older people.
4. To teach children practical preparation for all stages of growing up.
5. To provide for more positive intergenerational contacts.

TOPICS FOR DISCUSSION

Involve the teachers in an overview of the **Curriculum on Aging** by leading them in discussions of the four topics below. These discussions should help to provide the kind of basic information needed to establish the beginnings of a more informed awareness of the gerontological, social, economic and demographic material utilized in the **Curriculum on Aging.** Furthermore, it is hoped that through these discussions, teachers will be encouraged to seek additional information, on their own, about the various aspects of aging and older Americans.

The four topics are:

I. A RATIONALE FOR THE CURRICULUM ON AGING

II. WHY TEACH ABOUT AGING AND THE ELDERLY

III. THE CONCEPTS AND GOALS OF THE CURRICULUM ON AGING

IV. A RATIONALE FOR INTERGENERATIONAL ACTIVITIES

PROCEDURE

Duplicate TOPIC pages I-IV in advance and distribute to participants. Begin with TOPIC I and complete it, by following the five points below. When finished, do the same with TOPICS II, III and IV.

1. Introduce each topic by its title.
2. Inform the teachers what the discussion will be about by first reading the "objective" statement in the appropriate topic as listed below.
3. Give the teachers two or three minutes to read the identified reference page(s).
4. Keeping the objective in mind, lead the discussion of the topic.
5. Establish a time limit (usually about 20 minutes) for each of the four topics and hold to it.

TOPIC I

A RATIONALE FOR THE CURRICULUM ON AGING

Objective: To create a heightened awareness of what "The Graying of America" means to our nation.

Reference: *Introduction to the Curriculum On Aging*, page 1.

TOPIC II

WHY TEACH ABOUT AGING AND THE ELDERLY?

Objective: To establish a better understanding of why children can benefit from a study of aging and the elderly.

Reference: *Introduction to the Curriculum on Aging*, page 3-4.

TOPIC III

THE CONCEPTS AND GOALS OF THE CURRICULUM ON AGING

Objective: To have teachers:

1. learn the fundamental philosophical concepts of the four themes of the **Curriculum on Aging:**
2. acquire the background for understanding the curricular organization which gives structure and continuity to the program for kindergarten through 6th grade.

Reference: *Introduction to the Curriculum On Aging*, page 9.

TOPIC IV

A RATIONALE FOR INTERGENERATIONAL ACTIVITIES

Objective: To develop an understanding of the need for, and advantages of, utilizing a broad range of inter-generational activities through which children and adults can grow individually as they learn from and about each other.

Reference: *The Older Adult as School Volunteer*, page 1.

TRANSPARENCIES

Review all transparencies before using them in the inservice staff development meeting. See that all participants have an actual card from the Kit in their hands while viewing the transparencies.

Whenever possible and practical, make it clear to the teachers that all the lesson activities in the **Curriculum on Aging** are organized and designed to be taught as an integral part of the regular curricular subjects.

TRANSPARENCY I

This shows the format of the lesson activity cards. Note that the format is the same for all cards Level I (blue) and Level II (yellow). Point out that the specific conceptual theme to which each activity is geared and its related goal are always found in the top center and left side of the card.

TRANSPARENCY II

This illustrates the ten curriculum coordination symbols. One, two, or three of them will be found in the upper right-hand corner of each card. Identify each symbol with its curricular area and assist teachers in understanding that all lessons are designed to be taught in coordination with any one of the curricular areas so designated.

Thus, teachers will not view it as an "add-on" but a new and interesting way to teach the subjects at the same time they are teaching about the aging process and building positive attitudes about older people.

TRANSPARENCY III

This shows one of the eight "dividers" in the Kit on which is listed the titles of 25 lesson activities. The "divider" (or a photocopy) can be used to:

1. keep track of all lesson activities taught within a school year or across more than one school year.
2. avoid teaching of lessons already taught to the pupils as they move on to another grade level.
3. enable the classroom teacher to easily identify a specific lesson activity for coordination within the academic subject area the classroom teacher wants to teach.

TRANSPARENCY IV

This depicts one of the four conceptual themes (Process of Aging) and its four goals. Explain that all four themes and their related goals remain the same from kindergarten through grade six.* Thus, in any and all lesson activities, children from kindergarten through grade six will be involved in the same four concepts and their related goals.

**Introduction to the Curriculum on Aging*, p. 9.

A LESSON ACTIVITY DEMONSTRATION

To familiarize teachers with the use of the **Curriculum on Aging**, have them do one of the lesson activities.

There are several reasons for having teachers personally go through a lesson activity: 1) It familiarizes them with the format of the Kit; 2) it helps them to see how the lesson can be integrated with the required academic subjects, in this case, science, health and/or language arts; 3) they see how simply the cards are organized; and 4) they can experience the enjoyment of one of the lessons.

PROCEDURE

Use the lesson activity card entitled WHAT YOU SEE IS WHAT YOU GET. It is a yellow card in the PROCESS ON AGING section. Change "PRESENT AGE" on the chart to "AGE 10" and go through it with the staff. Instruct the teachers to enter into the activity as themselves and answer the questions as of their own lives at ages 10, 21, 40, and 60. Give them time to actually fill in the chart as described on the card. Use the duplicating master sheet available in the **Curriculum on Aging** Kit.

Afterward, just as the lesson would have the youngsters do, ask the staff to compare their ideas with one another. You may wish to divide them into small groups for this part of the lesson. Use the suggestions as found on the card, i.e., were similarities and differences noted? stereotypes recognized? positive and negative attitudes pointed out?

It is likely to generate a discussion that is lively and fun!

DISCUSSION IDEAS AND PROCEDURES

This section of the Staff Development Program consists of activities designed to help stimulate discussions that will broaden the teacher's perspective on the aging process and the elderly. There are, of course, other activities of this nature that can contribute to these goals and creative teachers will think of many more. Use these and others at any time at your discretion.

Here are two examples which have already been utilized successfully:

I. ROLE PLAYING

For this activity, you need three teachers and three older adults from the community. Recruit the older adults in advance of the inservice meeting but do not let any teachers in the staff development meeting know that older people will be a part of this activity. Also, the seniors must be out of sight and in another room when the teachers are responding to the statements below.

Ask three teachers to volunteer to assume the role of an older adult 60 to 90 years of age and to choose the age they wish to "play." Select three of the following open-ended statements. Have each teacher respond to one of those you have selected. When that is finished, take up the second statement selected and then the third. Make up your own statements if you wish.

1. When I was in fifth grade...............
2. Old people who commit crimes...............
3. If I were President of the United States...............
4. Teenagers..................
5. If I had my life to live over again, I would..............

When they have finished bring in the three older adults to respond to the same statements. Do not give them the questions in advance or let them hear the teachers' responses to those statements. (You might want to tape the responses and discussions for future reference.) All the teachers are in the meeting room when the seniors are responding. At the conclusion, everyone joins in a discussion of the attitudes and thoughts revealed. This could include a comparison of the responses of the role-playing teachers with the older adults, or, finding out how the other teachers would have responded. Summarize and draw your own conclusions.

II. DISCUSSION SEMINARS

Choose one of the articles reprinted in the *Common Misconceptions* booklet (see p. 14) or similar ones you may have come across. Make your own copy for duplication and ask the teachers to read it.

Divide the teachers into small groups for a discussion of the article. Devise some "start up" questions for a discussion leader to use in each small group. Set a time limit. When time is up, have each small group discussion leader report the group's reactions to the reassembled large group. General discussion follows. Summarize and draw your own conclusions.

SPECIAL NOTE TO THE INSERVICE LEADER:

This booklet by no means exhausts the repertoire of ideas by which you can familiarize the staff with the **Curriculum on Aging.** You are encouraged, therefore, to add a personalized approach which best meets your school's needs. You may also wish to arrange for a second get-together with the staff after they have begun using the Kit. At that time, it can be highly motivating to ask teachers to share one or more of their successful experiences in teaching the activities of the **Curriculum on Aging**.

In addition, it would be most worthwhile if you could secure either one or both of two unusually excellent films on aging and arrange to show them to teachers or, for that matter, to any group connected with your school. A full description of these films is in the booklet, Bibliography of Books and Films; Agencies and Organizations.

CLOSE HARMONY.	16 mm, color, 30 min., Learning Corp. of America, 1350 Avenue of the Americas, New York NY 10019, 1980.
GENERATIONS.	16 mm, color, 11 min., Phoenix Films, Inc., 470 Park Avenue, South, New York, NY 10016.

STAFF DEVELOPMENT GUIDE
TOPIC I REFERENCE

LIFE BEGINS AT 55

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Stereotypes die hard, but few are as stubborn as America's outmoded images of older people: The impoverished widow, the decrepit man banished to a nursing home.

Those situations still exist, but they have become increasingly rare in a society where citizens over 55 are assuming dynamic roles in nearly every phase of U.S. life.

Richer, healthier, more educated, today's seniors are clearly making their presence known. The more than 38 million Americans age 55 and over are both numerous and powerful enough to swing elections, boost sales for all sorts of products and help solve some of the nation's toughest problems.

Says gerontologist James Birren of the University of Southern California: "With the passing of the baby boom, the country is shifting from a child-centered society to an adult-centered one, and that is opening up new opportunities for older people."

Ready and waiting. All the evidence suggests that older Americans are better equipped to meet the challenges of new opportunities. Most people in their last years on the job are at the height of their earning power. And even retirees are not too badly off.

A Congressional Budget Office study estimates that only 6 percent of the elderly can be classified as poor when government benefits are taken into account—compared with 33 percent who were officially poor 30 years ago.

Says political scientist Bruce Jacobs of the University of Rochester: "In 1980, more elderly people live in their own homes, enjoy better health and depend less on family and friends than ever before." Co-author of a new book, *Old Folks at Home*, Jacobs points to several factors that show the economic well-being of seniors:

- Seven out of 10 people over 65 own their homes, a higher percentage than for younger families. Of those homeowners, nearly 85 percent have paid off their mortgages.
- From the mid-1960s to 1978, median family income for the elderly rose from 50 percent of the national average to 57.5 percent. Older people also tend to have fewer expenses than do younger families.
- Almost half of elderly men worked in 1950, but only one fifth do so now, an indication of growing retirement benefits and other assets.

Older Americans also can look forward to longer, more active lives. Since 1970, mortality in America has declined nearly 2 percent a year—about four times the rate of decline in the previous 15 years.

Dr. Robert N. Butler, director of the National Institute on Aging, says that most people today remain vigorous until age 75 or older. Only 5 percent of the elderly population live in nursing homes and other institutions, and the average age of admission is 80.

Other experts point to the growing ranks of the "young old." It is this energetic and involved group that in 1978 helped push through the federal law raising the mandatory-retirement age from 65 to 70 and led the fight for property-tax cuts in California.

Indications are that their influence will continue to grow—partly by force of sheer numbers. One of every 5 Americans is 55 or older, and that proportion will climb to 1 in 3½ over the next 40 years.

The move away from the youth culture is evident everywhere. Television commercials feature older models, 80-year-old actors star in major films, and newspaper stories tell of 75-year-olds running marathons and of people starting second careers late in life.

Employers are changing their attitudes, too. Many corporations now think twice before putting their skilled and disciplined older workers "out to pasture."

In the coming decade, the influx of young people into the work force will drop off substantially from the levels of the 1970s, a trend that most experts say will create labor shortages and increase the value of older workers. Predictions are that firms will try to rehire retired workers or find ways to use their services at least on a part-time basis.

Not everyone will greet the prospects for longer careers enthusiastically. Observes economist James Schulz of Brandeis University: "For years, we've encouraged older people to retire early, but now, because of rising costs, people are finding that they'll be forced to stay on the job longer."

Inflation's toll. While conditions have improved markedly for older people as a group, rising prices are causing misery for some segments. For example, about half the 5 million older women living alone have yearly incomes below $3,000.

There's concern, too, about the toll of double-digit inflation on private pensions. Although more employers are granting retirees cost-of-living increases, most of those hikes aren't big enough to compensate fully for the rise in the cost of living.

Soaring medical costs also are a major worry, particularly for people over 75, the age when health problems generally begin to multiply. For many, medicare payments fall short, forcing them to pay bills out of pocket or buy expensive supplementary coverage from private insurers.

With prospects for tighter budgets in Washington, the pressure will be on local communities and on older people themselves to find solutions to these nagging problems.

Supt. of Schools, Dept. of Educ.
San Diego County 5-83

STAFF DEVELOPMENT GUIDE
TOPIC II REFERENCE

WHY TEACH ABOUT AGING AND THE ELDERLY?

There are three major reasons for teaching about the aging process and the elderly. First is the pervasive social and economic effect that the well-known and documented significant increase in the numbers of older Americans is having, and will have, on our nation. Second, simple as it sounds, is that everyone grows older. Third, and of particular interest to educators, are the negative attitudes that children exhibit about the aging process and the elderly, as reported by a number of research studies.

Furthermore, this negative image of aging and the elderly is one that is seen not only by children but by all age groups in our society, including the elderly themselves. They see the later years in life characterized mostly by economic insecurity, deteriorating mental and physical powers and loneliness. While this may be true for some, it is definitely not true for most. The Harris Poll, *The Myth and Reality of Aging in America*, Louis Harris & Associates, Inc., 1977, which has been quoted liberally in many publications of general interest, as well as in professional ones, clearly illustrates this.

Nevertheless, the negative image of aging and the elderly remains all too prevalent in our society and must be changed, not only for the benefit of those who are now elderly, but, equally important, for the benefit of all who will one day be elderly. Fortunately, social organizations and even gerontologists are beginning to see the elderly as much more than recipients of services, while educational institutions, kindergarten through college, are beginning to take the lead in learning more about aging and distributing that information to the public.

Therefore, in response to the need for bringing to children a positive approach to their own aging and, in the process, to challenge the prejudices, myths and stereotypes commonly held by children as well as adults about aging and the elderly, the *Curriculum on Aging* was developed by the Department of Education, San Diego County, and has been designed to accomplish the following:

To:

1) build a more balanced and positive attitude in children about old people and toward each child's own future as he or she matures;
2) change and improve their attitudes about the elderly and the aging process;
3) expose stereotypes about aging to children so that they will be able to distinguish between myth and reality;
4) make children aware of the age-related problems that exist in society and provide opportunities for them to explore ways of dealing with these problems, including many problems that are common to both youth and old age—such as money, transportation, job discrimination, and lack of status;
5) learn that dying is part of living and that the guidance it can provide helps add to the quality of one's life;
6) develop in children awareness of the majority of older people who live vital and active lives and to show them that not every senior is sick or poor or senile or sexless;
7) help children effectively make preparation for their living well at all ages;
8) help children understand that they can have a large measure of control over the aging process;
9) provide children with on-going and meaningful cross-generational contacts and activities that will help bridge the generation gap through thoughtful and enjoyable situations which will have mutual benefits for all participants.

STAFF DEVELOPMENT GUIDE
TOPIC III REFERENCE

CURRICULUM ON AGING
Overview of Conceptual Themes and Related Goals

Process of Aging

It is important to learn that individuals can have considerable control over the aging process and that one can make economic, physical and psychological preparations for living well at any age.

Among the concepts to be taught are that the aging process is universal, that each person ages in an individual manner and rate, and that changes in one's life throughout the years need not be traumatic.

GOALS:
Students will:

1. be able to distinguish between young and old.
2. learn about biological changes in process of aging.
3. learn that aging is individual.
4. understand the need for everyone, young and old, to plan for all stages of growing older.

Aging in the United States

In the light of population projections of significant increases in the numbers of older Americans, more and more attention is being focused on the known and probable economic, social and educational fallout of this gerontological 'bomb.' And though the promises and problems of aging are universal, sociologists and gerontologists have long documented that aging in the United States has characteristics that are unique to our society.

GOALS:
Students will:

1. compare family structures in the United States.
2. compare family structure in the USA with other cultures.
3. study the elderly in the United States.
4. investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

Image of Aging

Enlightened self interest, supported by accurate information, can help the young in fighting ageistic stereotypes and discrimination now, which is just as important for their own old age as buying insurance, contributing to a pension fund or any other preparation for the future.

GOALS:
Students will:

1. become aware of ageist attitudes and practices, including their own, in literature, media and social institutions.
2. become able to identify myth and reality in statements about aging and being older.
3. identify people in life who exemplify positive examples of aging and being older
4. become aware of and be able to identify ageist stereotypes in society.

Preparation For Aging

Medical science and technology are increasing the number of years that one can expect to live. To make all their years, especially the later ones, healthier, happier and more meaningful, children need to learn that planning for them will make it possible to live a more satisfying life at *any* age.

GOALS:
Students will:

1. recognize the importance of developing and maintaining good health habits throughout life.
2. become aware of the importance of financial planning.
3. learn and accept that death is a natural and inevitagle phenomenon for all living organisms.
4. understand that educational pursuits should continue throughout life and that people are capable of learning and changing at any age.

STAFF DEVELOPMENT GUIDE
TOPIC IV REFERENCE

A RATIONALE FOR INTERGENERATIONAL ACTIVITIES

A successful program of education on aging for children must include contacts with older people, where children can see them as active, caring individuals, as role models and people to look to for fun, for advice, for information on vocations and avocations, and for learning what to look forward to as they themselves age.

The greatest number of school intergenerational contact programs are largely tutorial, primarily including the marking and grading of papers and/or perhaps providing "tender loving care" for the pupil. Furthermore, since seniors are most often viewed as a group of people having things done for or to them, rather than by them, seldom are activities planned and implemented as projects in which the senior's needs and desires are also sought out and attended to. Projects based on this limited view not only hamper what needs to be the continuing growth of the older American; but equally important, since they do not draw fully upon the experiences and knowledge of the longer-living seasoned citizen, the pupil, too, is deprived of the full potential and enthusiasm of the older person.

Therefore, an all-important and a most stimulating part of the **Curriculum on Aging** is the curriculum-focused, intergenerational activities more fully utilizing the skills, talents, and experiences of the elderly which stimulate meaningful learning situations for both child and adult. Through this interaction, children learn more about the process of aging, the elderly themselves, and how "school learning" is necessary throughout life from those who have already experienced it. This approach is also a more satisfying and enriching experience for the elderly volunteers, because it is geared to 5 major purposes which are:

To:

1) encourage opportunities for closer and more rewarding contacts between younger and older people;
2) provide significant role models often unavailable because of the so-called extended family;
3) create opportunities for older people to utilize their skills and knowledge and talents in meaningful ways;
4) increase and enhance the self-concept of older people;
5) foster a change in the negative attitudes that older people may have about children.

STAFF DEVELOPMENT GUIDE
TRANSPARENCY I

PROCESS OF AGING

II

WRITE ON!

GOAL
Learn that aging is individual.

OBJECTIVE
Students will be aware of individual differences of older persons through letter-writing.

TIME: One class period plus follow-up

PROCEDURE

After skills of penmanship and letter writing have been taught or reviewed, have students write a letter to older persons who are interested in corresponding with students. Have them tell some things about themselves and politely inquire about the older person. Encourage good spelling, sentence structure, and penmanship.

Send letters to older persons. This can hopefully continue as an ongoing activity.

MATERIALS

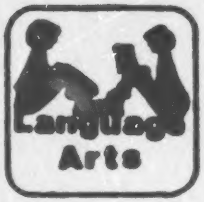
Locate older adults who are interested in being penpals with students, through a senior center, retirement home, or other source.

Stationery
Pens/pencils

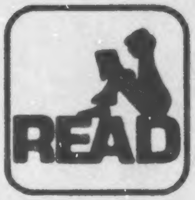
STAFF DEVELOPMENT GUIDE
TRANSPARENCY II

Explanation of
CURRICULUM COORDINATION CODE

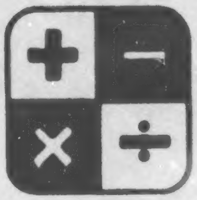
Symbols appropriate to curriculum coordination are noted on activity cards in the upper right-hand section.



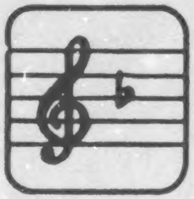
Language Arts



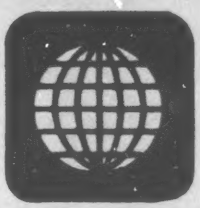
Reading



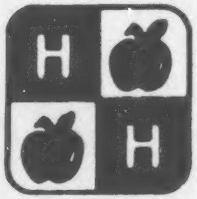
Math



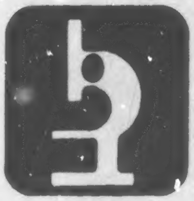
Music



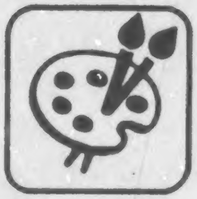
Social Studies



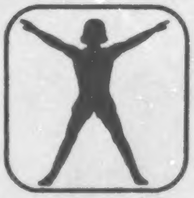
Health



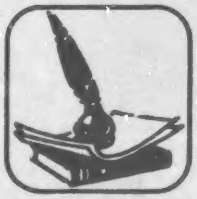
Science



Art



Physical Education



Writing

Superintendent of Schools, Department of Education, San Diego County 5-83

STAFF DEVELOPMENT GUIDE

TRANSPARENCY III

PREPARATION FOR AGING, LEVEL II — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	A To Z Activity	X	X								X
	Ad Analysts		X	X							X
	Body Sense		X	X			X				
	Budget Buys		X		X						
	The Cost Of Living		X		X					X	
	Decisions, Decisions!			X	X						X
	A Diamond In The Rough		X	X							X
	Ebb Tide			X					X		
	Everything Changes			X				X	X		
	First Things First			X	X						X
	Global Learning			X						X	
	Health Wealth		X	X			X				
	Healthy Habits		X	X							X
	Hear! Hear!			X						X	X
	Hobby Discovery		X	X							
	Imagination Stimulation		X	X				X			
	Learning Never Stops		X	X							
	Movie Money Strategy			X	X						
	On My Epitaph . . .				X			X			X
	A Pet			X	X						
	The Saving Play			X	X						
	Shop Talk		X		X						X
	What Is Hope?			X				X			X
	Work Toward A Better Tomorrow			X						X	X
	Written Expressions		X							X	X

Copy this for your record-keeping purposes.

STAFF DEVELOPMENT GUIDE
TRANSPARENCY IV

CURRICULUM ON AGING
Overview of Conceptual Themes and Related Goals

Process of Aging

It is important to learn that individuals can have considerable control over the aging process and that one can make economic, physical and psychological preparations for living well at any age.

Among the concepts to be taught are that the aging process is universal, that each person ages in an individual manner and rate, and that changes in one's life throughout the years need not be traumatic.

GOALS:

Students will:

1. be able to distinguish between young and old.
2. learn about biological changes in process of aging.
3. learn that aging is individual.
4. understand the need for everyone, young and old, to plan for all stages of growing older.

Superintendent of Schools, Department of Education, San Diego County 5-83

STAFF DEVELOPMENT GUIDE
DUPLICATING MASTER

From Lesson Activity **What You See Is What You Get**
PROCESS OF AGING LEVEL II

	PRESENT AGE	AGE 21	AGE 40	AGE 60
How do you look?				
How have you changed?				
How do you feel?				
What do you like to eat?				
How is your hearing?				
What do you like to do for exercise?				

The Older Adult

as School Volunteer

Curriculum on Aging

Developed By

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INTRODUCTION

A successful program of education on aging for children must include contacts with older people, where children can see them as active, caring individuals, as role models and people to look to for fun, for advice, for information on vocations and avocations, and for learning what to look forward to as they themselves age.

The greatest number of school intergenerational contact programs are largely tutorial, primarily including the marking and grading of papers and/or perhaps providing "tender loving care" for the pupil. Furthermore, since seniors are most often viewed as a group of people having things done for or to them, rather than by them, seldom are activities planned and implemented as projects in which the senior's needs and desires are also sought out and attended to. Projects based on this limited view not only hamper what needs to be the continuing growth of the older American; but equally important, since they do not draw fully upon the experiences and knowledge of the longer-living seasoned citizen, the pupil, too, is deprived of the full potential and enthusiasm of the older person.

Therefore, an all-important and a most stimulating part of the **Curriculum on Aging** is the curriculum-focused, intergenerational activities more fully utilizing the skills, talents, and experiences of the elderly which stimulate meaningful learning situations for both child and adult. Through this interaction, children learn more about the process of aging, the elderly themselves, and how "school learning" is necessary throughout life from those who have already experienced it. This approach is also a more satisfying and enriching experience for the elderly volunteers.

RATIONALE FOR UTILIZING THE OLDER VOLUNTEER IN THE CLASSROOM

The California Superintendent of Public Instruction, said in an April, 1982 conference that George Gallup, who has been conducting surveys of education for many years, has reached one inescapable conclusion:

> "Many of the problems of the schools can be solved only if parents become more involved than they presently are in the educational process. Parents must in fact be part of the teaching team."

Riles also indicated that there is ample evidence to support the belief that when Gallup says "parents," that the term needs to be enlarged to include all adults who are significant in a child's life—volunteers, and grandparents, actual and surrogate. When that is accomplished, public knowledge and appreciation of the work of the schools is assured.

Both child and older person benefit from the adult's involvement in the classroom. From the older adult the child can gain in understanding, compassion for others, feeling of worth, skills, and understanding of history and his/her place in the world. The child will learn to communicate with persons of many ages, and to relate personal feelings and needs to those of others, that failures and successes often go hand in hand and that older people have much to share in relating back to the many years of living. Old people will serve as role models, not only in grandparenting, but in the many professions and jobs they have held.

The older classroom volunteer will benefit from the child in their exchange of experiences and stories, as well as from their output of love and respect. Some children may find in the volunteer a grandparent they haven't experienced. The older person has a willing, eager, audience with which to relate. Classroom visits provide delightful opportunities to be of service while enjoying the children and the activities that are shared and developed outside the immediate family unit.

An important element in the **Curriculum on Aging** program is that there is interaction between three generations, sometimes even four. Classroom teachers and parents are a third generation, and school personnel may provide a fourth generation of interested people.

Planning together assures that the volunteer will not be assigned only to routine jobs such as duplicating, cutting patterns, or being the hall guard. For example, since many activities need committees to ensure success, here is a fine opportunity to put into action a three-way group of children, parents and older volunteers. Similar activities are part of the **Curriculum on Aging**, and lend themselves to innovative ideas.

Many daily events lend themselves to rap sessions and to exploration. History lessons come alive as old people talk about their homes, the kinds of work their parents did, and living through wars and depressions while rearing a family. Mathematics means more when used in the context of living in various times and situations. Art experiences are exciting when young and old do them together. Music is a universal language that cuts across age lines. The old can teach the young some of the songs and verses that mean so much to them; the young can teach the old songs and poetry they enjoy. Showing and discussing films such as "Close Harmony" or "Mandy's Grandmother" and contrasting these with "Annie and the Old One" or "The Gandy Dancer" can make for animated and interested interchange. The life-cycle concept becomes very clear in such discussions.

Encourage children to tell their parents about the classroom projects they are doing. Include older people in school activities such as Open House, "graduations," field trips, assemblies, and concerts. Children learn as ideas, values, and actual life patterns and situations become part of the educational process.

RECRUITMENT

Where can teachers find older people who will enjoy children and who will have something to offer the children? There are many sources. First, look among your friends and neighbors, and those of your students. Are there older people whom you particularly enjoy? People whom you consider special? Secondly, look at the Resource List in the **Curriculum on Aging**. Clubs, federations, agencies, senior centers, retirement homes, groups such as the National Retired Teachers Association and the National Council on Aging. Also the Retired Senior Volunteer Program (RSVP) will help you find and interest older people in volunteering for your children.

Recruiting Older Volunteers

- Many older people would like to volunteer but lack the information needed to get involved. Teachers often want volunteers but need help in finding them.
- Enlist the aid of your school staff, community agencies, retirement homes and senior citizen organizations. Use local newspapers, flyers, posters, radio and television to tell your story.
- Students may invite grandparents or neighbors.
- Volunteer agencies, such as the Volunteer Bureau (Voluntary Action Center) and the Retired Senior Volunteer Program, may help match older volunteers with the skills needed.
- Develop a file of community older volunteers. Note the person's skills and what she/he wants to do in school.
- Once recruited, keep the volunteer informed and involved.
- Your interest and enthusiasm can spell success in retaining your volunteers.

PREPARATION

A. Plan For Group Orientation.

1. Arrange a tour of classrooms, library, cafeteria, rest rooms, playground.
2. Discuss the reasons you are inviting volunteers.
3. Use interest check lists and small group discussions to determine who will do what. Be as certain as possible that the older adult and the students are compatible.
4. Set up a schedule for participation.
5. Encourage personal initiative of volunteers in planning projects.

B. Introduce Volunteers to the Students.

1. Plan a special event, such as a welcoming party, or an activity that is "different," such as a "rap" session.
2. Have students visit with volunteers.

C. Begin Slowly.

1. Overload may discourage the older adult. Agree upon definite times for participation.
2. Limit the time expected until everyone is comfortable with the activities.
3. Expand time and the types of activities, when appropriate.

D. Special Considerations

1. Provide for lounge or restroom.
2. If possible, arrange for a lunch provided by the school or parents' organization.
3. Be prepared for emergencies, i.e., illness, absentees.
4. Transportation may be a problem. Look to community resources to help solve this need.
5. Provide for periodic and two-way evaluation periods.
6. Appreciation and thanks expressed by the children, parents and yourself, and special thanks with a Certificate of Appreciation are very appropriate.

MOTIVATION

Effectively motivating older volunteers requires understanding and satisfying relevant needs of older persons. This means challenging work, achievement, recognition of accomplishment, increased responsibility and an opportunity for growth and development.

Emphasize the contributions older persons make to society. Promote the concept that the knowledge, experience, and service of older persons is valuable to the entire society.

Every volunteer has rights: the right to be supervised, the right to be evaluated on a regular basis, the right to enjoy the work, the right to learn and to give of his/her years of experience, the right to be appreciated and recognized for the work done.

THE VOLUNTEER'S ROLE

1. Attend orientation or training session(s) appropriate to type of volunteer service to be given.
2. Meet with teacher and together work out a written Teacher/Volunteer agreement.
3. Be dependable and on time. If unable to attend, arrangements should be made ahead of time with the teacher. In case of a last minute emergency, notify the school office to relay the information to the teacher.
4. Work under the direction of a teacher or other member of the school staff. The relationship between the volunteer and the teacher is a professional one—one of mutual respect and confidence.
5. Support the teacher. The teacher is responsible for content and techniques.
6. Realize that any information to which he/she has access in the school or classroom is confidential.
7. Avoid expressing differences of opinion or dissatisfaction in the presence of students.
8. Realize that personal reaction to particular members of staff or to particular children should be confidential.
9. Work within the rules of the school, as set out by the principal.
10. Have periodic planning periods with the teacher, either in person or on the phone.
11. Use the opportunity to explore, learn, share and grow.
12. Encourage others to become school volunteers.

KEEPING PROJECT RECORDS

Record keeping can be simple. For any evaluation you may be asked to do or to measure satisfactions and/or needs, some form of record keeping is a helpful tool.

1. *Anecdotal:* Did the children say or do something worth noting? Success stories are especially helpful in future planning and recruitment. Did a volunteer do or notice some comment or action?
2. *Problems:* Are some problems becoming apparent that can be handled by you? Would it be better to ask for help? Is a training session for volunteers, parents, other teachers or administrators indicated?
3. *Growth:* Have you noted changes in the children? In attitude? Ability? Friendliness? Has the volunteer improved in skills? Attitude? Have you grown in knowledge of the community? Understanding of Aging?
4. *Community:* Has there been enough publicity on what you are doing? Does the community respond? Are parents aware of classroom activities?

You may want to note how many children react favorably to a given person. Is this due to the age of the person or to shared interests?

Take pictures of everyday events involving intergenerational activities and of special events. A "pictorial history" of your program will be interesting and may prove valuable in recalling certain events.

EVALUATION

Evaluation comes in many forms. You may be asked to evaluate:

- The older volunteer.
- Community involvement.
- Materials that have been helpful.
- Change needed.
- Project success.

Your school administrator, project administrator, school organization such as Parent-Teacher Association, your professional organization, or a magazine may be interested in your evaluation of part or all of the program.

Evaluating for yourself or for your classroom may prove to be important. Are the materials suitable? Can other classrooms become involved? What will happen when the children you now have move to another grade?

Older volunteers may also be invited to evaluate the program. Valuable suggestions gleaned from past experiences of older people can supplement ongoing studies. Consider their evaluations and suggestions carefully. Let them know that you value their opinions.

APPENDICES

A. Federal Tax Deductions for Volunteers
B. Sample School Volunteer Registration Form
C. Sample Certificate of Participation

FEDERAL TAX DEDUCTIONS FOR VOLUNTEERS

A number of tax benefits are available for volunteers under the general charitable contribution deduction of the Internal Revenue Code. Volunteers may deduct unreimbursed expenditures made incident to rendition of services to a qualifying organization.

Qualifying organizations include: units of organizations formed for scientific, literary, or educational purposes; charitable groups; organizations for the prevention of cruelty to animals; organizations for national or international sports competition; and certain veterans groups, among others.

Gifts to foreign governments or charities are not deductible.

The following are representative types of expenditures that may be deducted:

- automobile mileage (at current reimbursement rates)
- bus and cab transportation expense
- parking and tolls
- special uniforms
- telephone bills
- entertainment and meals for others
- costs of meals and lodging if away overnight
- travel expenses above per diem allowance
- tickets for charity benefits (above actual value)

The following may not be deducted:

- value of volunteer time
- dependent care expenses
- your own meals and entertainment (unless away overnight)

Items for which a volunteer receives reimbursement may be deducted only to the extent that the amount of reimbursement is below the actual expenditure.

In general, the following requirements apply to these deductions:

1. Must be amount actually paid during the taxable year, not just a pledge.
2. Must be made to a qualifying organization.
3. Must be actual out-of-pocket amount: if banquet ticket is bought, deduction is amount in excess of the value of the meal.
4. Must be recorded: volunteer should know name of organization to which contribution is made;

amount and date of each contribution, and method of valuing in-kind contributions.

5. Where possible, especially for large gifts, statement of donation should be obtained from the organization benefiting by the donation.

A complete description of federal tax deductions for volunteers may be obtained free from the local IRS Taxpayer Assistance Service. Ask for Publication #526, "Income Tax Deduction for Contributions."

Reprinted with permission from National Center for Voluntary Action, the SEER Project Manual, "Coming of Age."

SAMPLE SCHOOL VOLUNTEER REGISTRATION FORM

Name Miss / Ms. / Mrs. / Mr. ____________________ Birthdate __________

Address ____ zip code

Phone ______________

Availability to volunteer Morning ______________ Afternoon ______________

Monday_____ Tuesday_____ Wednesday_____ Thursday_____ Friday_____

Do you drive?_____ Do you need transportation provided? ______________

Any physical limitations?______________

Languages spoken ______________

Education: Circle highest grade 5 6 7 8 9 10 11 12 College 1 2 3 4 Graduate ______________

Work Experience ______________

____

What would you like to do as a volunteer grandperson? Check below as many as interect you:

- ____crafts
- ____dance
- ____sewing
- ____art
- ____music
- ____woodworking
- ____gardening
- ____crocheting
- ____needlepoint
- ____embroidery/stitchery
- ____cooking
- ____electronics
- ____creative writing
- ____poetry
- ____photography
- ____lace making
- ____dramatics
- ____story telling
- ____astronomy
- ____weaving
- ____ceramics
- ____science
- ____others: ______________

What would you most enjoy doing with children and young people? ______________

____

____

Other skills and interests ______________

____

How did you become interested in the **Curriculum on Aging?** ______________

____

Doctor's name ______________ Phone ______________

Person to call in an emergency ______________ Phone ______________

SAMPLE CERTIFICATE

Superintendent of Schools
Department of Education, San Diego County

Certificate of Participation

awarded to

____

In recognition of the time, interest, and
dedication given to promote learning experiences
in the project
Curriculum on Aging
1981 - 1982.

Superintendent of Schools

David Mianey
Project Director

Project Specialist

Marion Marshall
Curriculum Consultant

Rita King
Curriculum Consultant

Common Misconceptions

About Aging and the Elderly

Curriculum on Aging

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INTRODUCTION

As you bring the activities of the **Curriculum on Aging** to your class, inevitably some of the more visible and usually negative perceptions about older people and old age will surface . To help you challenge these perceptions, this section will give you information, as well as some general background related to the more common myths and misunderstandings about old age and older people. They are not "answers" nor do they cover the entire range of issues.

A fuller discussion of any of these topics or of others in the same vein will be found in the selected references at the conclusion of this section. Though some of these references are easier to read than others, it is hoped that their in-depth and scholarly nature will not make you think that they are meant only for gerontological experts.

What you will find, however, is that because of the expertise of the authors, the chapters and articles in all of the references are authoritative presentations which will usually answer any questions you may have. At the same time, the wide range of the information presented will tend to broaden your knowledge of aging in a way that will heighten your effectiveness in teaching the lesson activities of the **Curriculum on Aging**. Also, the table of contents and the indices in these references will enable you to easily and quickly find the precise information desired.

AGE

One of the most blatant stereotypes attached to the longer-living person is that most of us think of the number "65" when we contemplate the use of the words "senior citizen" or "retirement" or "social security" or of taking advantage of reduced fees for public transportation or the movies.

The truth of the matter is, that given all the personal and physical permutations that occur to an individual in a lifetime, the older person becomes so much a unique individual that it is virtually impossible to say that there is a definitive and magic number when all or some of those terms apply.

As a matter of fact, there are really five kinds of ages which can and must be kept in mind when studying, thinking about, or reacting to the phenomenon known as old age. They are:

1. CHRONOLOGICAL AGE, the most common measure, is the time passed since birth.
2. BIOLOGICAL AGE estimates how close an individual is to the end of life.
3. PSYCHOLOGICAL AGE assesses the individual's ability to adapt to changing environments.
4. FUNCTIONAL AGE more specifically measures the ability to function compared to others of the same chronological age.
5. SOCIAL AGE describes the roles and social habits of an individual with respect to other members of a society.

Each measure is best for understanding some aspects of behavior; it is very important to use the appropriate measure for the particular questions under study.

DEMOGRAPHICS (POPULATION TRENDS)

Since 1900, the number of older people in the U.S. has increased by more than six times, from 3.1 million in 1900 to approximately 20.7 million today. In 1900, older adults comprised 4.1% of the population; today older adults make up 10.5% of it. Demographers project that by the year 2020, there will be 40.3 million people over 65, representing 13.1% of the population (assuming zero population growth). This greying of America doesn't necessarily mean older people are living much longer, just that more people are reaching old age today. Real increase in life expectancy has occurred in infancy and childhood. In 1900, at birth, there was a 47-year life expectancy; today at birth, the life expectancy is 71.4 years or 24 years longer (75.3 for women and 67.6 for men). For 65-year olds, there has only been an increase of 2-3 years in life expectancy since 1900.

The "baby boom" of the 1950's will be a "gerontological" boom in the year 2020. Some of the issues raised by this phenomenon are: How will this affect our social institutions? How will it affect our families? Employment opportunities? Markets and other parts of our economy? Our educational system? Our government programs?

How can we tap the skills and experience of this growing segment of our population? How will we make use of the increased pool of knowledge available about why and how people age? What will we do about the growth in public and private services for older Americans?

Our increased awareness that, while beset with a multitude of problems, the older population is also an important national resource, makes it imperative that we begin now to seek solutions.

DEATH

Most older people seem to have come to terms with death; they are neither preoccupied with it, nor fear death. A recent National Institute of Mental Health (NIMH) study found that 55% of old people with good health seemed to have resolved the problem of their own death; 30% chose to deny the inevitability of their own death; 15% expressed fear of dying. Interestingly, older people are more fearful of the circumstance of their own death (how will it happen?) than with dying itself. The age group most afraid of death is the middle-aged.

Generally, talking about one's own death should be encouraged, if the older person wants to talk about it. No one "needs to be told" that he or she is dying, but the person may be looking for an opportunity to tell you. If you are willing to participate in a discussion with a dying person, you can be most helpful as an "active listener." Realize that there are many different feelings experienced by the dying person: anger, denial, sadness, bargaining for time, acceptance.

DEPRESSION

Depression is a common psychiatric problem in later life. Depression in older adults tends to be a reaction to a specific event such as retirement, loss of a spouse, move to a new residence, or loss of income. Treatment can be short-termed and focused, emphasizing coping strategies for dealing with the crisis or trauma. As a matter of fact, depression seems to be more treatable in older people than in younger people. Loss of pleasure in life, loss of appetite, of libido, of sleep and of well-being are also signs of depression, but they are not normal features.

FAMILY RELATIONSHIPS

Most older people live in families and have frequent contact with at least one of their children. Studies show that 80% of people over 65 live with someone else, 75% say they are "not alone" and 86% saw one or more relatives during the past week. A sample of over 2,000 older people revealed that 61% have a child living less than 10 minutes away. And in one study of grandmas and grandpas, it was found that not all older folks enjoy being a grandparent; also, about one-third expressed some dissatisfaction with the role. Older people have also said that though they want to be in touch with their adult children, they value their independence and do not want to live with their children. It's good to visit, but it's good to be able to leave, too.

FINANCES

As things stand today, at 65 older adults can expect to be deprived of one-half of their normal income. Not all older adults suffer incomes below the federally defined poverty level. However, they are especially hard hit by rising prices and inflation since pensions and social security benefits of older people are fixed. Advanced financial planning can help alleviate, if not eliminate this problem.

It is encouraging to note that banks and other financial institutions and businesses are advocating advanced financial planning as a sound business practice for themselves, for their employees, and for people in general.

HEALTH

Actuarial statistics show that one of the best preparations to live in health to a high age is having four long-lived grandparents. However, your genes aren't the only things to affect a long and healthy life; exercise, diet, social and family life also have their impact. Nevertheless, whether due to aging, illness, disease or expectations, physical health is a real problem for older adults. They are more likely than the young to have one or more chronic conditions (arthritis, rheumatism, high blood pressure, diabetes, etc.) Given the nature and severity of any chronic condition, its impact on the activities of daily living shows considerable variation among individuals. Research reveals that although more than 80% of persons 65 and older reported having chronic conditions, fewer than one in six (about 15%) said they could no longer carry on normal activities because of these conditions. In other words, 85% of all older people carry on their daily routines in spite of any chronic conditions.

HOUSING

Several national surveys have concluded that the majority of older people want a place of their own. It's not clear how strongly they prefer age-segregated or age-integrated settings. A survey of older people who choose to live in retirement communities say they chose this style of life for the security it offers, not the companionship of their peers.

INTELLIGENCE

There is no change, normally, in intelligence. Any loss that is apparent in the absence of actual disease is probably due to intellectual disuse, apathy and boredom. Studies which have looked at individuals' performance on intelligence tests as they grow older have found that from young adulthood through the 60's, there is a maintenance of intellectual ability. There is some evidence that between 70 and 80 there may be some intellectual decline due to normal aging, but not usually enough to interfere with a person's ability to perform adequately in everyday life. What does decline a little with age is speed; with age, people respond badly to being rushed by others. If you want to put old people at a disadvantage, make them respond quickly. If there is evidence of rapid intellectual decline, it is important to look for illness.

LEARNING ABILITY

The notion that you can't teach an "old dog" new tricks is outmoded. True, learning can be "more difficult" for older people under certain conditions, i.e., if the material is quite unfamiliar; if it must be learned rapidly; or, if the learner is out of practice of learning. But, there are conditions which make learning easier and faster for older adults. They include: (1) having enough time to study material that is to be learned; (2) having time to respond, or to show, that the new material or skill has been learned; (3) having the opportunity to perform the task to be learned, rather than just repeating the steps involved in the task of some principle; (4) learning material which is meaningful or interesting.

LONELINESS

Although loneliness occurs at all ages, it can be especially hard on older people who have fewer resources to help them cope. Some people look forward to their later years as a time to "disengage" and "get out of the rat race" they probably never enjoyed. Others need activity and involvement to find meaning in their lives. Finding volunteer or paid work, participating in senior center activities, seeking companionship through a community visitor service are possible ways to cope with loneliness in later life. It almost seems that society perpetuates the myth of loneliness because it makes it look like our rejection and exclusion and "unpeopleing" of older people is what older people really want. Alex Comfort calls this unpeopleing "getting the gold watch and the boot simultaneously."

MEMORY

The belief that all older people have poor memories is a myth. You don't lose your memory as you grow older; what happens is that it takes longer to get information into the warehouse of the brain and to get it out again. The best way to improve memory and the ability to learn is to use them—by continued activity and intellectual stimulation. Forgetfulness, especially of recent events, is often due to illness such as high blood pressure, brain artery diseases including senile brain damage, or drugs, alcohol or depression. Older people also sometimes forget recent events because they are painful or not meaningful.

NEEDS

People of any age have the same needs for good health, financial and emotional security, love and human closeness, respect of others and self-respect.

PERSONALITY

Whatever negative or positive personal characteristics older adults exhibit, chances are they have always been that way. Research shows that personality characteristics generally remain that way across the adult life span. In one study, for instance, it was found that older adults described themselves in nearly the same way they did when they were young adults. In other words, ways of facing the world and coping with it tend to be lifelong.

PHYSICAL FITNESS

Fitness is not just for the young. Lack of exercise almost certainly accounts for a great many age changes. Research shows that older adults can improve their body reactions, much as the young do from a program of exercise. In fact, after a one-year program of exercise, 70-year old men ended with the bodily reactions of men 30 years younger. Benefits from exercise in later life do not depend entirely on having exercised earlier. In a Duke University longitudinal study, 44% to 58% of survivors over 65 who returned for checkups had no detectable deterioration in physical condition, and some had improved over a period from 3 to 13 years. True, some people do suddenly get sick and decline, but this can happen in earlier life and is called illness, not aging. Approximately half of any observed decline is due to boredom, inactivity, and the awareness that infirmity is expected–– a self-fulfilling prophecy.

SENILITY

The idea that large numbers of old people are senile is untrue. Still further, and more specifically, we need greater clarification of what "senility" really means. Senility is a "wastebasket" term used as a too-easy and inappropriate explanation for many behaviors. Physicians have found that most apparent senility is treatable or controllable. Yet we accept the premise that it is to be expected that to be old is to senile. Both old and young accept this.

Less than 5% of all people will become senile or lose their memories when they get old. Senility is the result of brain disease and is not normal aging. There are more than 54 causes of senility. They range from poor nutrition and loneliness to plugged cerebral arteries. Senility that is attributed to many of these causes is reversible.

Senility actually refers to the presence of "senile brain disease" or "Organic Brain Syndrome." The symptoms of OBS are: memory impairment, impairment of intellectual function, disorientation, shallow or labile affects. According to geriatric experts there are two kinds of OBS: chronic, which is irreversible; acute, which is reversible. The causes of chronic OBS are being studied but appear to be due to interference with blood supply to the brain or to a brain disease which causes the death of brain cells. Acute brain syndrome may be caused by malnutrition, infection, or inappropriate medication.

SENSORY LOSSES

In older adults there is a loss of sensory acuity including hearing, vision, taste and touch, due to injury and disease as well as normal aging. Older people are less sensitive to pain than younger people. Sensory losses tend to isolate older adults from other people and the world around them. For example, being hard of hearing interferes with social interaction. Much of this may be alleviated by modern hearing aids. We are more aware of sight losses because children often need glasses. In older people, loss of sight may lead to other losses, such as loss of the driver's license. Because of these sensory changes, the older individual is slower to respond to many kinds of stimulation. However, these losses are disabling only when they are extreme.

SEX

The threat of aging to sexual performance and pleasures is more imagined than real. Every study shows that many older people are either still involved in sexual activity or would welcome an opportunity to be so because they are fully able to enjoy it. Aging does lead to some changes in human sexual response and performance. In addition to physical changes, other factors affecting these changes are illness, the belief that "old people are asexual," and boredom with one's partner, as well as availability of a partner. Overdrinking, overeating, and certain drugs (especially for hypertension) have more of an impact on sexual interest and activity than does the mere fact that one is growing older. But at any age, closeness, sensuality, and being valued as a man or as a woman are of prime importance.

Many older people (on an "Over Easy" television program) described pleasures received from touching, being close to a loved one, and sharing over many years. To them sex involved more than sexual intercourse.

SUICIDE

The suicide rate is highest for men over the age of 65. Depression is the most common cause of suicide at all ages, and may be aggravated by sickness and social abuse in later life. The suicide rate is also higher for people who have been recently widowed. Suicide threats need to be taken seriously. The myth that people who threaten suicide never kill themselves is just that, a myth. Note that young people have a high incidence of suicide, also.

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This handbook organizes, evaluates and interprets research data, concepts, theories and issues in aging. It has been organized and indexed to serve as a reference on the social, psychological and biological aspects of aging.

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A discomforting but realistic and comprehensive discussion of life for the elderly in the United States. Dr. Butler describes and questions the status of pensions, the right to work, housing, nursing homes, medical services, the elderly in politics and general services for the elderly. He examines many ways of providing better retirement benefits and urges the right to work to any age. It is a book that evokes both anger and hope; anger at what is and hope that change is both possible and in progress.

Comfort, Alex, *A GOOD AGE.* Crown, New York, N.Y., 1976.

Calls for a new consciousness about older people in today's society, a society that more often than not views the old as incompetent, useless, non-people who at retirement are given a "gold watch and the boot simultaneously." Easy to read, Comfort (who also wrote *Joy of Sex*) maintains a wry and realistic sense of humor as he motivates and shakes up older people with advice on preparing for a happier old age.

de Beauvoir, Simone, *THE COMING OF AGE.* Warner Paperback Library, New York, N.Y., 1975.

In '*The Coming of Age*' Simone de Beauvoir draws skillfully and easily on both scientific and artistic evidence, on ethnology, psychology and physiology, on medicine and sociology, on painting, poetry and fiction. The book is a catalogue of the causes and effects of aging; but as well as being encyclopedic it has a passionate theme: the steady degradation of old age at a time when there are more and more elderly people.

- The New York Times Book Review

REPRINTS

These reprints offer information on important aspects of concern about aging. The information in them will long continue to remain as a basis for the popular and professional interest in aging.

Special Report: "Life Begins at 55," *U.S. News & World Report*, Sept. 1, 1980.

"Life Begins at 55," a special report written from a business point of view, deals with the impact that the rapidly growing numbers of older Americans will have on the economic and social fabric of the United States.

"America's Gray Wave," by John Barbour, Associated Press, *San Diego Union*, Sunday, March 14, 1982.

"America's Gray Wave" is indicative of the continuing interest that newspapers have in reporting on aging to its readers. Note that it is a reprint of an Association Press feature article which means that it was seen and read in local papers all over the United States. Its style and thrust is typical of the many articles that have been and will continue to be written as the media (including TV and radio) identifies and remains current on these issues.

"As Children See Old Folks," by Kathy Serock, Carol Seefeldt, Richard K. Jantz, and Alice Galper, College of Education, University of Maryland, College Park, reprinted from *Today's Education*, Journal of the National Education Association.

"As Children See Old Folks" is representative of the many research studies that are documenting in depth the promises and problems of the maturing American population and its relationship to children which are of continuing interest to the educational community.

"Facts on Aging," by Erdman Palmore, Ph.D., *The Gerontologist*, Volume 17, No. 4, 1977, pp. 315-320.

A short, factual and documented quiz which covers the basic facts and frequent misconceptions about aging. It is a true/false, simply-scored and easy-to-take quiz (5 minutes) which includes an explanatory paragraph or two cued to each of the numbered questions (25). Its uses include stimulating discussion, measuring levels of information and anti-aged bias, identifying the most frequent misconceptions, measuring the effect of courses, and measuring changes in public information or bias.

LIFE BEGINS AT 55

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Stereotypes die hard, but few are as stubborn as America's outmoded images of older people: The impoverished widow, the decrepit man banished to a nursing home.

Those situations still exist, but they have become increasingly rare in a society where citizens over 55 are assuming dynamic roles in nearly every phase of U.S. life.

Richer, healthier, more educated, today's seniors are clearly making their presence known. The more than 38 million Americans age 55 and over are both numerous and powerful enough to swing elections, boost sales for all sorts of products and help solve some of the nation's toughest problems.

Says gerontologist James Birren of the University of Southern California: "With the passing of the baby boom, the country is shifting from a child-centered society to an adult-centered one, and that is opening up new opportunities for older people."

Ready and waiting. All the evidence suggests that older Americans are better equipped to meet the challenges of new opportunities. Most people in their last years on the job are at the height of their earning power. And even retirees are not too badly off. A Congressional Budget Office study estimates that only 6 percent of the elderly can be classified as poor when government benefits are taken into account—compared with 33 percent who were officially poor 30 years ago.

Says political scientist Bruce Jacobs of the University of Rochester: "In 1980, more elderly people live in their own homes, enjoy better health and depend less on family and friends than ever before." Co-author of a new book, *Old Folks at Home*, Jacobs points to several factors that show the economic well-being of seniors:

- Seven out of 10 people over 65 own their homes, a higher percentage than for younger families. Of those homeowners, nearly 85 percent have paid off their mortgages.

- From the mid-1960s to 1978, median family income for the elderly rose from 50 percent of the national average to 57.5 percent. Older people also tend to have fewer expenses than do younger families.

- Almost half of elderly men worked in 1950, but only one fifth do so now, an indication of growing retirement benefits and other assets.

Older Americans also can look forward to longer, more active lives. Since 1970, mortality in America has declined nearly 2 percent a year—about four times the rate of decline in the previous 15 years.

Dr. Robert N. Butler, director of the National Institute on Aging, says that most people today remain vigorous until age 75 or older. Only 5 percent of the elderly population live in nursing homes and other institutions, and the average age of admission is 80.

Other experts point to the growing ranks of the "young old." It is this energetic and involved group that in 1978 helped push through the federal law raising the mandatory-retirement age from 65 to 70 and led the fight for property-tax cuts in California.

Indications are that their influence will continue to grow—partly by force of sheer numbers. One of every 5 Americans is 55 or older, and that proportion will climb to 1 in 3½ over the next 40 years.

The move away from the youth culture is evident everywhere. Television commercials feature older models, 80-year-old actors star in major films, and newspaper stories tell of 75-year-olds running marathons and of people starting second careers late in life.

The shift in public views toward the elderly has reached the point that in November the nation may well elect a 69-year-old man as its President.

Employers are changing their attitudes, too. Many corporations now think twice before putting their skilled and disciplined older workers "out to pasture."

In the coming decade, the influx of young people into the work force will drop off substantially from the levels of the 1970s, a trend that most experts say will create labor shortages and increase the value of older workers. Predictions are that firms will try to rehire retired workers or find ways to use their services at least on a part-time basis.

Not everyone will greet the prospects for longer careers enthusiastically. Observes economist James Schulz of Brandeis University: "For years, we've encouraged older people to retire early, but now, because of rising costs, people are finding that they'll be forced to stay on the job longer."

Inflation's toll. While conditions have improved markedly for older people as a group, rising prices are causing misery for some segments. For example, about half the 5 million older women living alone have yearly incomes below $3,000.

There's concern, too, about the toll of double-digit inflation on private pensions. Although more employers are granting retirees cost-of-living increases, most of those hikes aren't big enough to compensate fully for the rise in the cost of living.

Soaring medical costs also are a major worry, particularly for people over 75, the age when health problems generally begin to multiply. For many, medicare payments fall short, forcing them to pay bills out of pocket or buy expensive supplementary coverage from private insurers.

With prospects for tighter budgets in Washington, the pressure will be on local communities and on older people themselves to find solutions to these nagging problems.

SENIORS' SPENDING
A Big, New Market

Older people, most of them more prosperous than their parents were, are fast becoming a major economic force in the marketplace.

No longer content to build up an estate for their children, senior citizens are spending money for products once thought to be exclusively for the young.

From college courses and beauty treatments to hot tubs and exotic trips, purchases by the maturing population bring smiles to retailer's faces.

It is a huge market and one that often has been overlooked. The 55-plus group includes 38 million people with 350 billion dollars in annual income, and all signs indicate that more of them are becoming free spenders.

"Older people are saying: I want to spend this money on myself and have a good time," says consultant Carole B. Allan of Washington, D.C.

That is evident in the recreation-and-travel industry, where government studies show that vacation spending by retired Americans is more than 30 percent higher than the norm.

At any tourist spot in the country, busloads of seniors can be seen enjoying themselves. At Walt Disney World in Florida, older people are drawn by "Young at Heart Celebrations," when special discounts are offered. Eastern Air Lines lures senior citizens with a half-price discount fare to and from South Florida cities, and Greyhound Lines extends a 13 percent discount on one-way fares around the country.

Tour operators are catering increasingly to older people, a lesson ship-cruise companies learned years ago. "We don't have to worry about the older market dropping off much because of the economy," says Richard James, manager of Don Ton Associates—Cruise Tours of Irvine, California. "Older people are not worrying about losing a job. They have time and money."

Other attractions. Owners of travel businesses say they are willing to give discounts in exchange for getting a high, dependable volume of older travelers who might stay home if prices were higher.

Increasingly popular are extended overseas tours that include transportation and condominium-style living. The cost for three weeks in a condominium at Palma de Mallorca in Spain is $659 to $899 per person, including transportation from New York.

In New York, The Brasserie, a popular restaurant, gives the elderly a 10 percent discount. The Philadelphia 76ers basketball team offers them 50 percent discounts on unsold tickets. City transit systems all over the country give special breaks to the elderly. In Dallas, for example, passengers 65 or older can buy a monthly bus pass for $5 or pay a cash fare of 15 cents, compared with the usual fare of from 60 to 95 cents.

Stores and shopping centers also are trying to lure older buyers. Korvettes Department Stores in New York offers seniors 10 percent discounts every Wednesday on all nonsale merchandise, and on Tuesdays there are senior discounts at the Roosevelt Mall Shopping Center in Philadelphia. "They're an important market for us," says Sy Goldberg, the mall's general manager. "They're very astute buyers and shop not only for themselves but for their children and neighbors, too."

Drug Fair in Washington, D.C., gives seniors a 10 percent discount on drugs and keeps their medical history on record on request. The Garland Community Hospital in Garland, Tex., offers older citizens a break of up to $180 on hospital bills.

With more time on their hands, more older people are heading back to the classroom. A "Second chance" program offered by Northern Illinois University in De Kalb includes tours of cultural sites in the Chicago area. In another program, called Elderhostel, 12,000 participants are taking classes and usually getting room and board on 235 college campuses in 50 states. "Colleges expect enrollment to decline, and this is a growing group that can help take up some of the slack," says Mark Gelbert, dean of special programs at Skidmore College in Upstate New York.

Health clubs. The same trend is seen in the areas of health and exercise. Residents over 60 are taking advantage of a 20 percent discount to soak for an hour at Hot Tubs of San Francisco. In Cleveland, the Vic Tanny International Health Club cuts prices 50 percent for seniors who want to use saunas, exercise machines and other facilities.

I'm sure many people associate Vic Tanny with girls running on the beach," says supervisor Chico Fernandez. "The discount means some people will look at us that wouldn't have before."

Other businesses are designing products and services specifically for the older market. Among them: Golf clubs made by Wilson to match the physical requirements of older people, as caffeine-free cola being developed by Canada Dry, a new line of beauty products by Helena Rubenstein and a new brand of women's slacks to be marketed by Levi Strass.

Commercials, too, are no longer aimed solely at the young market. Soft-drink makers, which used to show teen-agers at play in ads, often feature elderly people. A cosmetics firm touting its night-care cream shows an attractive older woman and proclaims, "Beauty doesn't have to end at 50."

"The stereotype older person complete with orthopedic shoes, false teeth and wig must be done away with," says John K. Grace, vice president of Grey Advertising in New York.

Life and auto-insurance firms make special pitches to people over 50. Food companies, such as Morningstar Farms, offer products without cholesterol. There are more senior columns in newspapers and programs on radio stations and a variety of new publications, including *50 Plus* and *Prime Time*. Says Katherine Kirwan, a retired teacher who writes a column for the Louisville *Courier-Journal:* "This is a new breed of senior citizens, a completely different generation that would not have been possible in the '60s with its emphasis on the youth movement."

Financial know-how. What has not changed, however, is the importance that older people put on savings. At some thrift institutions, they often account for half of the deposits. This has led lenders to initiate new programs for them. The Chicago-based Unity Savings Association has set up a 10,000-member "Senior Achievers" club with a social worker and special-activities coordinator. The firm offers seminars on finance and proper use of prescription drugs. Activities include movies and disco lessons.

In Houston, Marcellas Perry, president of the Heights Savings Association, believes that older people today have a far better knowledge of finance. "My mother didn't have the foggiest idea what the prime rate was, nor did she care," she says. "Now retired people shop carefully for the best places for their money."

Behind the sudden interest in the elderly market is its big increase in prosperity. Observes Leonard Hansen, executive director of Senior Publishers Group, an advertising firm in San Diego: "For the senior citizen, his or her largest expenditure—the home—is now past history. Income, a combination of sources including Social Security, investments, pensions and other receivables, can be used for more discretionary purchases than most other demographic groups."

Estimates are that households headed by persons 55 or older account for 28 percent of all discretionary income—nearly double the share of households headed by people 34 or under. The group also contains a high share of the nation's wealthy families.

For these reasons, experts see plenty of potential for even more spending by older Americans, not only for ordinary products and services but for those that meet their special needs.

For These People, Age Was No Hindrance

Some of the world's most notable personalities made major contributions after age 80. A sampling—

At 100, Grandma Moses was still painting.

At 94, Bertrand Russell led international peace drives.

At 93, George Bernard Shaw wrote the play "Farfetched Fables."

At 91, Eamon de Valera served as President of Ireland.

At 91, Adolph Zukor was chairman of Paramount Pictures.

At 90, Pablo Picasso was producing drawings and engravings.

At 89, Mary Baker Eddy was directing the Christian Science Church.

At 89, Arthur Rubinstein gave one of his greatest recitals in New York's Carnegie Hall.

At 89, Albert Schweitzer headed a hospital in Africa.

At 88, Pablo Casals was giving cello concerts.

At 88, Michelangelo designed the Church of Santa Maria degli Angeli.

Reprinted from U.S. News & World Report" Sept. 1, 1980

Interview with Dr. Leslie S. Libow,
Geriatric Specialist

TO LIVE A LONGER LIFE, STAY INVOLVED

Exercise, good eating habits, stimulating activities--all play a role in allowing people to enjoy their later years, says an expert on aging.

Q Dr. Libow, can Americans look forward to continued increases in life expectancy?

A Yes, but the gains may only be modest. It is estimated that if cancer were cured and if arteriosclerosis—hardening of the arteries—were cured or reversible, life expectancy might increase by about an average of two to four years. Rather than focus on enormous gains in life expectancy, those of us in geriatric medicine want to improve the quality of those years.

Q What is the average life expectancy now?

A For white males at birth, it is about 70 years; for white females, about 78. For blacks, the figures are about six fewer years. But if people survive to age 65, the figures are different. The average white or black male who reaches that age can look forward to approximately another 14 years of life. For females, it is even longer—about 18 years.

Q Are retired people today leading more-active lives?

A There's no doubt about that. People now expect more of themselves in retirement, both in the way of physical activity and intellectual challenges.

Retirees today generally enjoy somewhat better nutrition, improved economic status and greater fredom from infectious diseases, such as tuberculosis. Advances such as the heart pacemaker also have enabled older citizens to lead more-vigorous lives.

Society, too, is beginning to change old prejudices, such as the view that it is improper for retirees to engage in dating, dancing, athletics and similar activities.

Q How important is proper nutrition to good health in later years?

A That's a controversial issue. Surprisingly, the data do not clearly indicate that being overweight will shorten your life. Now I'm not suggesting that everyone run out and start eating candies and cakes, but being a little overweight may keep you alive longer than being too thin. So I don't think we have a right to tell older people that they should cut down on their food intake because they're less active physically. If they feel sluggish from overeating or are grossly overweight, they should know enough to cut down.

Q Aren't there certain eating habits that might help people avoid troubles in later years?

A Yes. Most authorities agree that, if people could cut down on cholesterol-laden foods and large amounts of refined sugar in early life and in middle age, they might be less susceptible to heart attacks and strokes. But if an individual reaches the age of 65 or 70 without having had a sensible control of cholesterol, there isn't much evidence that starting a stringent low-cholesterol diet would help much.

Similarly, the evidence suggests that following a diet that is high in fiber and bulk—fruits, vegetables, grains—would tend to keep the blood sugar in better balance, particularly for those individuals with a tendency toward diabetes. Secondly, there is some suggestion that intestinal problems such as constipation and perhaps even cancer of the bowel might be less frequent in people who have followed high-fiber diets for a long time.

Q What role does exercise play in keeping fit?

A There's no question that a sense of well-being and an improved quality of life are related to exercise, be it jogging, tennis, bicycling, swimming, dancing or the like. Whatever type an individual chooses, it's best to begin as early in life as possible.

Anyone over the age of 40 should not start a program of vigorous exercise without consulting his or her physician. At times, a physician may refer an individual to a local athletic center that has designed special physical-activity programs for older people. With proper guidance, it is not too late for a person, even at age 70 or older, to begin a moderate exercise program.

Physical activity, regulated and consistent, is likely to be associated with lower blood pressure and perhaps some improvement in blood cholesterol—all of which can reduce the risk of coronary-artery disease and stroke.

Q What other factors contribute to a fuller life in retirement?

A The more stimulating one's routine, the better. That was one of the findings from a study of older men done by the National Institute of Health a few years ago. It showed that those with the most varied and complex days tended to live longer than their peers whose routines were much duller.

I'm not saying that people have to travel around the world or engage in other expensive activities.

It might well be enough to go dancing a couple of times a week, swim or jog, read, visit friends and relatives, and engage in goal-directed projects.

Q Do many retired people sink into bouts of depression?

A Oftentimes, yes. In fact, a lot of what looks like senility turns out to be depression, and a lot of depression is linked to a lifestyle that lacks goals and variety. There's no doubt that isolation and noninvolvement in life can lead to serious depression.

Q How is that problem treated?

A Fortunately, depression is eminently treatable. Medication, given in proper sequence, can bring about excellent results. Support from family and friends and psychiatric care also help. When those approaches fail, electroshock therapy—a method that frightens a lot of people—can be a remarkably excellent treatment. What I'm saying is that most depressed patients can get better.

Q What progress is being made through research in slowing the aging process?

A Clearly, if we understood the biology of aging or the clock in the body, it would be theoretically possible to reset the mechanism and slow down aging so that people could live 90, 100, even 120 years. However, the advances in that research are extremely modest, and the funds being spent are minuscule.

There are some exciting possibilities, however. For example, the immunological system seems to break down somewhat with age. If that could be corrected, a stronger immune response could fight off problems such as cancer and certain deadly infections.

Dr. Robert Butler, director of the National Institute of Aging, has pointed out the linkage between understanding the biology of aging and the biology of cancer. One could argue that if you studied aging more intensively, you might not find the fountain of youth, but you might come to greater insights into cancer.

Q Has there been progress in combating diseases that strike people as they grow older?

A Yes. For one thing, strides are being made in reducing the prevalence of stroke—in late life as well as in midlife. Much of this improvement appears due to better controls on high blood pressure, which is linked to stroke.

Another example is cancer of the breast. Mammography in women over 50 and self-examination by women of all ages should lead to earlier diagnoses and cure. New knowledge now often can tell us which people who contract breast cancer can be helped by taking certain hormones.

We've also found that cessation of smoking, even in late life, tends to improve health, especially in regard to coronary and lung ailments.

Q Is the jury still out on whether by-pass surgery extends the life span of heart patients?

A The thinking now is that the operation does seem to extend the life span for selected coronary-artery patients, and clearly reduces pain for most, so that the quality of life is much better.

Q Do older people run a greater risk of dependency on medication or alcohol?

A Alcoholism is a problem in late life, although many older people tend to deny their addiction. Alcohol abuse can lead to problems that range from auto accidents to liver disease and brain dysfunction. However, modest consumption of alcohol seems to correlate with good survival and perhaps a good arterial system.

A bigger problem—a hundredfold greater problem—is excessive use of medications. Problems often result from the combination of doctor-prescribed drugs and drugs patients take on their own. Often, the original symptoms are made worse or new ailments are created. The interaction of two or more drugs also can cause falls, mental confusion, sexual impairment and other troubles.

Q What changes can older people expect in sexual capability?

A There is a modest decline in frequency of sexual activity and a modest increase in male impotence. By no means, however, are the majority of the elderly male population impotent or uninterested.

There's a considerable prevalence of sexual activity, and in many cases the experience may be more pleasurable than at a younger age.

Q Are there new ideas to help people cope with aging?

A A couple of things come to mind. One idea, which we have introduced at our institute, is to provide older people with cards for wallet or purse that contain a summary of the person's health history, including medications. Such information can be vital in an emergency situation—particularly when individuals travel a lot and are out of touch with their regular physicians.

I'd also recommend that people—even those as young as 30 or 40—draw up what we call a "penultimate will," in which they name a guardian and express their philosophies on how they want their money spent and what type of care they wouild like in the sad case that they develop senility or loss of mental powers.

These are just a few of the solutions now being suggested for the problems of a graying country.

AMERICA'S GRAY WAVE:
A New Generation Comes of Age

By JOHN BARBOUR
Associated Press

Medical experts in the phenomenon of aging insist that the only true way to look at the later years of life is to separate what is sickness from what is aging. The healthy older person is the reality. The grim statistics reaped from hospital beds, morbidity reports and nursing homes reflect the exception.

After years of swimming in the youth movement and bucking the ornery tides of the baby boom, the nation can take heart. Age is coming back into style.

But it is almost as unrecognizable as the fading sepia portraits of our great-grandparents. The stereotypes of old do not hold anymore. There is a new gray wave, and it can only be described as the avant-garde of the art of living.

Every day some 5,000 Americans celebrate their 65th birthday. There are now some 25.5 million who have passed that mark, 28 percent more than a decade ago. That is 11 percent of the population. It will be 16 percent by the year 2000.

"The new entrants into the older population are quite different from those already 65 years of age and older," writes Beth J. Soldo of Georgetown University in the Population Bulletin. "They differ not only in age, but also in life histories, experiences, attitudes and preferences."

In short, they are redefining the notion of old. They are, on the whole, better educated, better off, healthier and more active than previous generations.

They likely will change the rules by which their government measures them—from when they will retire to how much they will be paid. They have the political power to do it.

A third of the nation's elderly were officially poor in 1959. Today, by rough statistics, only 14 percent fit that category. And, say Drs. Alvin Rabushka of Stanford and Bruce Jacobs of the University of Rochester, if you meld in various government benefits and payments, that figure drops to 6 percent. Truly those 6 percent need help. But they do not reflect the status of more than nine out of 10 older Americans.

More and more Americans are putting the lie to arbitrary retirement at age 65, an anachronism that Bismarck set as a social standard for Europe in the mid-1800s and that lingers on. He likely thought no one would live that long anyway.

There is a growing sentiment that aid to the poor of any age should be a separate program, in addition to Social Security, not drawn from it. Social Security, this view holds, should be the retirement savings fund it originally was intended to be.

The increase in the retirement rate has dropped from 8.4 percent in 1972-74 to 2.7 percent in 1970-80, and if the trend continues there will be fewer Americans retiring at 65 in 1985 than there are now. More than a million and a half Americans retire each year, but more and more are having second thoughts about it. Some do not want to settle for retirement income. Some would just like to settle for retirement income. Some would just like to stay active, at least in part-time work, although they frequently are dissuaded by restrictive laws, from Social Security income limits to the minimum wage.

If Browning's Rabbi Ben Ezra was right—that this is the last for which the first was made—then people like the Alperts of Solana Beach, California, only approaching 65, intend to make the most of it.

Mary Alpert is 61, a survivor of a quadruple bypass a year ago, a model at age 14, still a model, mother of two, grandmother of five, taking acting lessons to sharpen her skills for a new and budding career in television commercials. There is a growing demand for older people in television, because they sell products to a growing number of older people who have the money to buy them.

In her modern, graceful, sunlit living room, she crosses her legs, modestly, touches her skirt and talks about her children, slyly:

"Oh, I put on a little giddy for them, a little fey. That way they won't know when I get senile."

Her husband, Mike, 64, tall, vital, twice retired, once from the navy, then from a property management firm in Dallas, dreams of turning his lifelong interest in athletics into a third career, perhaps coaching or helping coach youngsters. "I'd even work for less," he says, smiling.

People like the Alperts are forcing a more hard-headed look at the process of growing old. They are more indicative of the gray wave of the future than the park benches of St. Petersburg, Fla., a decade ago, before they took the benches away.

Most older Americans, seen in one psychological study, rate themselves as "highly optimistic." Less than half said they were merely coping. Only a fifth—and this includes many very old people—consider themselves casualties of age, usually burdened with health problems.

Sickness, say the experts, is the greatest tormentor of older Americans, the destroyer of spirit, the emblem of vulnerability.

Medical experts in the phenomenon of aging insist that the only true way to look at the later years of life is to separate what is sickness from what is aging. The healthy older person is the reality. The grim statistics reaped from hospital beds, morbidity reports and nursing homes reflect the exception.

Some 32,000 Americans claim to be 100 years or older. Without birth records or other proof, the number can be discounted by half or more. But Census records also show 1,500 Americans 112 or older.

Yogurt commercials aside, says Dr. Richard W. Besdine, director of geriatric training at Harvard, the oldest surviving humans are no older today than the oldest surviving humans 50, or 100, or 1,000, or probably 5,000 years ago. The maximum human life span seems to go somewhere around 110, perhaps 115 years.

"Then people do in fact die of old age, even if there are no identifiable diseases."

The great increase in longevity—some 25 years of added life in this century alone—is actuarial, due largely to saving the lives of the young so that they can make it to old age. Besdine estimates that 90 percent of our extra years came from advances in fighting maternal, childhood and adolescent diseases. Only 10 percent were added by coping with adult ills, although there is progress coming in that department, against heart disease and cancer.

What is normal or natural aging, without disease clouding the picture or accelerating the pace? Nature prepares humans for the aging process by over-endowing them with a capacity for life.

From some indefinable time, perhaps in the second decade of life, all human tissues began a slow but inexorable decline. That, say medical experts, is aging. It is inevitable.

The human body is essentially the long-distance runner with its own sense of pace. As the years advance and steal some vitality, there is plenty of kidney or lung left to sustain an active life. It is disease that interferes, and bad habits.

Addressing the human circumstance, everyone who grows older must admit that the years are limited—but not so harshly as a generation ago. The quality of those years is as individually tailored as the person who wears them.

Says Dr. Robert Kahn of the University of Chicago:

"The people who grow old today are quite different from the people who grew old 20, 30, 40 years ago . . . When you go to a nursing home and you see all those 'zombies' sitting around, what you are seeing is not the effect of aging. What you are seeing is people who have had little education and perhaps less than the best medical care. Plus the final insult. We plant them in a desolate kind of institution."

For those older Americans, perhaps the lines are already drawn, the options limited.

But the coming waves of Americans growing old do not share that bleakness.

Kahn continues: "Education is one of the central factors of how people are when they are old. The more educated they are, the more resources they have, and the less likely they are to show mental impairment.

"Today the average educational level of the aged in this country is grammar school. By the year 2000, it will be high school. A high school education just makes a tremendous difference in the character of older people. And, along with education, there are the other aspects of life that go with it—better medical care, for instance."

Ruth Stauffer is 69. She is a retired professor of English, never married, an unabashed smoker who wears a turquoise ring and no other jewelry, sensible brogues, well-worn twill pants and a smile that transforms a room. She paints her own Christmas cards, despite failing eyesight, enjoys her martinis, even while exercising, and explains, "I retired early, while I could still ride a bicycle."

She saw a friend of hers retire just in time to die. "I don't want that to happen to me. I love to travel. I love people. I love politics."

She indulges freely in all three.

She returned to her native Colorado, designed her A-frame house, planted it on 60 acres and, between trips to Europe, she lives there in Devil's Gulch. She is a Democratic committeewoman, teaches poetry and Shakespeare, writes for the local historical society and is director and tour guide for the local museum.

Ruth Stauffer is as untypical of her age as is the retiree in Sun City. But age is anything but typical.

Harvard's Besdine, speaking at a recent seminar on aging held by Dorsey Laboratories, said, "As we age, we get more and more different from one another, not just in preferred life styles, not just in occupations, but, in fact, biologically. Therefore, it's critical to understand that making a prediction about one individual from group data is dangerous."

It is easier to generalize about the young, he says. "The variability of young individuals from average is relatively restricted. Whereas with the elderly, that is not the case at all."

At a bar in St. Petersburg, Fla., that former haven for the old before there were Sun Cities, an old woman, neatly dressed, strikes up a conversation with the woman next to her. Strangers, they talk of this and that. The old woman finishes her drink and announces she must go to dinner at her eating club. "After all, I've paid for it." With that she empties the bowl of pretzels into her purse and leaves.

The pretzel dumping is more a reflex, a frugality learned over the course of a lifetime. For instance, the Department of Labor points out, older Americans on Social Security are largely insulated from inflation by automatic cost-of-living increases built into the system.

Most older Americans do not flee to retirement communities. Most do not seek the sun. Most prefer to live in circumstances where they are exposed to people of all ages.

Reputable studies show that 80 percent of long-term home care is provided by family members, and a majority of older people live within a half-hour of one of their children. A small percentage, between 5 and 15 percent of those over 65, require institutional care, and a small fraction of those are in nursing homes.

Seventy-five percent of older Americans will never see a nursing home, and some studies contend that from 10 to 70 percent of those in nursing homes don't belong there.

"Forty years ago a home for the aged was a very humane thing to provide," says Kahn. "They were poor and they needed care."

But in the future," he says, "I feel the elderly are not going to surrender their autonomy or give up their independence to go into an institution."

As their numbers increase, so does their political clout, which already is substantial.

Which is what makes Congress so wary about Social Security reform, even with predictions that the program will be unworkable by the year 2000.

If anything, Congress over the years has failed to see what the older American has become, how different he or she is from the stereotypes of the 1920s and '30s.

Mary Alpert, now so much in demand as a senior model, says, "In America, it's no disgrace to get a little bit older."

Admittedly, she is different. When she came out of heart surgery her friends thought she was not acting her age. "They thought I should retreat to bed and have the vapors."

Almost all experts agree that the older Americans view life as a continuum. Retirement is an event like a birthday. One doesn't suddenly collapse like the One-Hoss Shay.

Says Kahn: "You carry the same baggage with you into old age as you carried earlier in life. If you were sexually active younger, you'll be sexually active older. If you weren't, you won't be. You carry the same behavior patterns into old age with you. The only thing that alters that are changes in your physical condition. If your vision is bad, naturally you may not read as much."

"All of life is a change," he says. "You lose something, you gain something. Each age has its assets and its liabilities."

But more and more Americans are entering the last half of life with a determination to get the most out of it. Aging is not an absolute phenomenon. It is constantly changing, say the experts. It is the younger generation that is slow to realize that. The older generation already knows.

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AS CHILDREN SEE OLD FOLKS

By Kathy Serock, Carol Seefeldt, Richard K. Jantz, and Alice Galper
College of Education, University of Maryland, College Park

It's a fact, we live in a world where it's better to be young than to be old. To adults in our society, being old is being tired, unproductive, mentally slower, grouchy, withdrawn, in the least happy or fortunate time of life, as D.G. McTavish found ("Perceptions of Old People: A Review of Research, Methodologies, and Findings," *The Gerontologist*, Winter 1971, Part II).

But how do children feel about growing old in a society where people stay 39 for years and years? Do they reflect our society's attitudes toward the elderly and aging? Do they know old people? How do they feel about growing old themselves?

These questions are important because more and more people in the United States are living past 65 years of age. By the year 2000, more than 12 percent of our population may be over 64 years old. Today's children themselves will grow old. If these children are to live fully, each day of their lives, they must be able to recognize what is good about aging and to respect and love others who may be older than they.

To find out how children feel about aging and the elderly, we asked 180 children, 20 at each age level between the ages of three and 11, how they felt about growing old, what they felt about growing old, what they knew of older people, and how they interacted with people who were older than they. We believe the information gained from talking to these children could be useful to educators and to people planning curriculum. (Our study was funded by a grant from the American Association of Retired Persons and the National Retired Teachers' Association.)

As it turned out, children at all age levels had limited knowledge of old people. They just didn't know many older people. Only 39 of the 180 children were able to name an older person they knew outside of the family unit.

Perhaps because children had so little contact with older people, they expressed a lot of stereotypes about the old: "They're all wrinkled and short," "They have gray hair," "They don't go out much," "They chew funny," "Old people sit all day and watch TV in their rocking chairs," and "They have heart attacks and die."

There is probably an elderly person somewhere who sits and rocks all day watching TV, but to these children, all older people are passive, unattractive, and unproductive. Children saw old people as a homogeneous group with no diversity of interests, activities, or lifestyles.

When we asked children how they felt about growing old themselves, their answers were straightforward. They simply did not want to do it. Yes, there were a few children—two or three—who said, "Well, that's just the way it is," "There's nothing you can do about it," or "It's the way God made us." Another few said, "Gee, if I were old then I could have a house," or a car or something else. But these comments accounted for only 11 percent of all responses children gave to the question. The other 89 percent responded negatively: "Oh no, not me!" "I don't want to get old," "That's awful, being old is terrible," "It's ugly!"

Anyone who thinks that old age has no meaning for young children is greatly mistaken. These children knew what old age is and knew with certainty that they didn't want to grow old. We asked them why. The most frequent responses were that if they were old, death would soon follow and that life would hold few pleasures for them.

We thought it was important to find out how children interacted with older people, what things they thought older people could do for them and with them, and what things they thought they could do for older people. Once again, the responses seemed to stereotype older people as a group of passive, inactive, uninteresting persons.

Quite frequently children would say, "Well, we could go to visit Grandpa and play checkers or watch TV," "We could go to church with them," or "Play cards," It's not that going to church, playing cards, or watching TV are bad in themselves, but they are typical of the unrelieved passivity the children attributed to older people.

Children thought of themselves as taking care of older people." We could get them their slippers," "Take them to the doctor or to church," and yes, they even said they could "bury them." At the same time, the children believed that older people could holp them: They could "help me with my homework," "read to me," or "teach me things."

There were a few exceptional responses that usually reflected something very specific to the child's background: "I can help him sail his boat" or "We can ride his horse."

In order to be sure the children knew what we were talking about when we asked them about old and young people, we showed them a picture of a 20-year-old man and one of an 80-year-old. These pictures were drawn by an artist to control for all variables except that of age. Children were asked which of these men they would want to be with and what they could do with that man.

The majority of the children picked the younger man, saying they could "go to the park," "play games," or "have fun with him." Some of the older children, those in the fifth and sixth grades, selected the older man on the grounds that they could help him.

Although children expressed the idea that the elderly are passive people who are not much fun to be with, they also expressed deep affection for older people., They evidently feel negatively about the physical and behavioral characteristics of age, but feel warm affection toward older people. The children described older people as "rich, friendly, wonderful, and good," but at the same time as "sick, ugly, and sad." The children said they loved their grandparents; they just didn't ever want to be like them!

Children who lived in different settings answered questions a bit differently. Those who lived in a rural area or on a farm gave responses that suggested they considered older people somewhat more active than did those who lived in the suburbs or urban areas. Children in the rural areas more frequently said things like "I could help him carry firewood" or "We can do chores together."

Boys and girls, Blacks and Whites, and children of various socioeconomic backgrounds responded the same way to the same questions. Like location, however, the children's ages influenced how they saw aging and the elderly.

The youngest children were the ones who expressed the most negative feelings about old people and growing old. The probability of kindergarten children giving a negative comment about aging and the elderly was .92; of sixth graders, only .35.

Although the youngest children seemed to know that they didn't want to grow old themselves, their answers to other quetions showed that they had little understanding of age concepts. For instance, younger children had great difficulty estimating the ages of the drawings of four men at ages 20, 40, 60, and 80. Few preschoolers said any of these men were older than 10. Children over the age of five, however, were able to identify the picture of the 80-year-old man as the oldest. Forty percent of the kindergarten children were able to correctly order the pictures from the youngest to the oldest. From the first grade on, children could do this with little difficulty.

It became apparent that children of different ages had different levels of understanding of the concept of age. On the basis of Piagetian ideas of children's time concepts, we decided to present the children with the statement "Your grandmother grows older every day." We weren't really interested in their agreement or disagreement with the statement, but in the reasons, they gave for the answer. We wanted to know whether children look on aging as a continuous process. When a child responded, "Yes, because she eats a lot" or "No, because she's stopped having birthdays," we could tell that he or she had not reached the understanding that aging is a continuous process.

We also wanted to know whether children associate age differences with birth order, as Piaget has predicted. When a child said that he or she could catch up in years to someone five years older, that child was obviously not at the same level of conceptual understanding as a child who answered that it would be impossible to catch up to someone who was born before he or she was.

Piaget and others have suggested that children associate size or height with age and that age is not viewed as a continuum in its own right. The child who was certain that her mother and grandmother were the same age because they were both big and the same size had not mastered the concept. These answers and the answers to similar questions suggested that children's concepts of age do follow a definite developmental sequence and that the level of understanding increases as children themselves increase in age.

the experiences children have in school contribute to the formation of their attitudes. Educators can help improve children's attitudes toward aging and the elderly in two ways. First, they can examine the ways in which they and the school are influencing those attitudes.

How often do teachers say, "I can't do that, I'm too old" or giggle when asked their age? Teachers can examine the materials of the school—books, filmstrips, all of the things that provide models for children—to see that they do not present the elderly as a stereotyped group. If they do, teachers can take the second type of action—challenging the stereotypes.

One way to challenge stereotypes of the elderly is to provide children with accurate information. Involving older people as volunteers in the classroom on a continual regular basis lets children see for themselves that it is diversity rather than similarity that characterizes the elderly.

Members of the Foster Grandparents program, the Retired Senior Volunteer Program, and other organized groups of older people are ready and eager to work with children. Once children see older people who are active, involved, creative, and fulfilled, they will no longer be able to stereotype the elderly.

Teachers can also introduce children to the many forms of beauty. The fact that age brings physical change seemed to disturb children greatly. Children who know the diversity of beauty in others and in themselves will be forced to question society's concept of beauty as a tall, slim, 20-year-old Madison Avenue model. Children can also be introduced to the values of age and the contributions the elderly make to our society.

Children as young as three are saying they simply do not want to grow old themselves. We believe educators can help children to accept their own aging and to develop a strong sense of self. Knowledge and acceptance of self will permit today's children to continue to live, learn, create, and discover throughout their lifetime.

Is it possible that today's young children can change society's ambivalent feelings toward aging and the elderly? The National Old People's Welfare Council in London believes that it is. The Council claims that only as the young learn to adjust to their own aging will they be able to treat the elderly with respect. The social and personal problems of the aged, according to the Council, will be diminished in direct proportion to the amount of involvement today's young children have with their own aging and the elderly.

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FACTS OF AGING

A Short Quiz

By Erdman Palmore, Ph.D.

The following quiz is a brief true/false test (25 items on one sheet and less than 5 minutes to complete) and confined to factual statements which can be documented by empirical research. It is designed to cover the basic physical, mental and social facts and the most common misconceptions about aging. Its uses include stimulating discussion, measuring levels of information and anti-aged bias, identifying the most frequent misconceptions, measuring the effects of courses, and measuring changes in public information and bias.

T F 1. The majority of old people (past age 65) are senile (i.e., defective memory, disoriented, or demented).

T F 2. All five senses tend to decline in old age.

T F 3. Most old people have no interest in, or capacity for, sexual relations.

T F 4. Lung capacity tends to decline in old age.

T F 5. The majority of old people feel miserable most of the time.

T F 6. Physical strength tends to decline in old age.

T F 7. At least one-tenth of the aged are living in long-stay institutions (i.e., nursing homes, mental hospitals, homes for the aged, etc.).

T F 8. Aged drivers have fewer accidents per person than drivers under age 65.

T F 9. Most older workers cannot work as effectively as younger workers.

T F 10. About 80% of the aged are healthy enough to carry out their normal activities.

T F 11. Most old people are set in their ways and unable to change.

T F 12. Old people usually take longer to learn something new.

T F 13. It is almost impossible for most old people to learn new things.

T F 14. The reaction time of most old people tends to be slower than reaction time of younger people.

T F 15. In general, most old people are pretty much alike.

T F 16. The majority of old people are seldom bored.

T F 17. The majority of old people are socially isolated and lonely.

T F 18. Older workers have fewer accidents than younger workers.

T F 19. Over 15% of the U.S. population are now 65 or over.

T F 20. Most medical practitioners tend to give low priority to the aged.

T F 21. The majority of older people have incomes below the poverty level (as defined by the Federal Government).

T F 22. The majority of old people are working or would like to have some kind of work to do (including housework and volunteer work).

T F 23. Older people tend to become more religious as they age.

T F 24. The majority of old people are seldom irritated or angry.

T F 25. The health and socioeconomic status of older people (compared to younger people) in the year 2000 will probably be about the same as now.

KEY

The key to the correct answer is simple: all the odd numbered items are false and all the even numbered are true. So far, no one taking the quiz has guessed this pattern of correct answers.

DOCUMENTATION

(1) The majority of old people are not senile (i.e., defective memory, disoriented, or demented). Only about 2 or 3% of persons age 65 or over are institutionalized as a result of psychiatric illness (Busse & Pfeiffer, 1977). A series of eight community surveys found the prevalence of psychosis (of all types) to range from 4 to 8% (Riley & Foner, 1968). Thus, all the evidence indicates that there are less than 10% of the aged who are disoriented or demented. It is more difficult to get accurate estimates of the proportion with defective memories, partly because of the different types of memory defects and different methods of measuring it. However, most studies agree that there is little or no decline with age in short-term memory storage capacity (using the digit span test). Four studies did find large age differences in free recall of words, but two of them found no age differences in recognition of words in a list (Woodruff & Birren, 1975). As for long-term memory, various community surveys have found less than 20% of the aged who cannot remember such things as the past President of the United States, their correct age, birth date, telephone number, mother's maiden name, address, or the alphabet (Botwinick, 1976; Pfeiffer, 1975). Thus, it is clear that the majority of aged do not have such serious memory defects.

(2) All five senses do not tend to decline in old age. Most studies agree that various aspects of vision, hearing, and touch tend to decline in old age. Some studies of taste and smell have not found a significant decline, but the best evidence indicates increases in taste and smell threshholds with age (Riley & Foner, 1968). Studies of structural atrophy in the tongue and nose with old age support the experimental evidence of decline in taste and smell (Birren, 1959).

(3) The majority of persons past age 65 continue to have both interest in, and capacity for, sexual relations. Masters and Johnson (1966) found that the capacity for satisfying sexual relations continues into the decades of the 70s and 80s for healthy couples. The Duke Longitudinal Studies found that sex continues to play an important role in the lives of most men and the majority of women through the seventh decade of life (Palmore, 1974).

(4) Lung capacity does tend to decline in old age. Both vital lung capacity (the volume of air that can be forcibly expelled in one breath) and maximum breathing capacity (the volume of air that can be moved in and out of the lungs in 15 seconds) declines on the average from age 30 onward (Shock, 1962).

(5) The majority of old people do not feel miserable most of the time. Studies of happiness, morale, and life satisfaction either find no significant difference by age groups or find about one-fifth to one-third of the aged score "low" on various happiness or morale scales (Riley & Foner, 1968). A recent national survey found that less than a fourth of persons 65 or over reported that "This is the dreariest time of my life;" while a majority said "I am just as happy as when I was younger" (Harris, 1975).

(6) Physical strength does tend to decline in old age. Studies of various kinds of muscular strength show declines in old age compared to young adulthood of 15 to 46% (Birren, 1959).

(7) Only 4.8% of persons 65 or over were residents of any long-stay institutions in 1970 (U.S. Census, 1970). Even among those age 75 or over only 9.2% were residents in institutions.

(8) Drivers over age 65 do have fewer accidents per person than drivers under age 65. Older drivers have about the same accident rate per person as middle-aged drivers, but a much lower rate than drivers under age 30 (National Safety Council, 1976). Older drivers tend to drive less miles per year and apparently tend to compensate for any declines in perception and reaction speed by driving more carefully.

(9) The majority of older workers can work as effectively as younger workers. Despite declines in perception and reaction speed under laboratory conditions among the general aged population, studies of older workers (the 12% who are able to continue employment) under actual working conditions generally show that they perform as well as young workers, if not better than younger workers, on most measures. When speed of reaction is important, older workers sometimes produce at lower rates, but they are at least as accurate and steady in their work as younger workers. Consistency of output tends to increase by age, as older workers perform at steadier rates from week to week than younger workers do. In addition, older workers have less job turnover, less accidents, and less absenteeism than younger workers (Riley & Foner, 1968).

(10) About 80% of the aged are healthy enough to engage in their normal activities. About 5% of those over age 65 are institutionalized and another 15% among the noninstitutionalized say they are unable to engage in their major activity (such as work or housework) because of chronic conditions. This leaves 80% who are able to engage in their major activity (National Center for Health Statistics, 1974).

(11) The majority of old people are not "set in their ways and unable to change." There is some evidence that older people tend to become more stable in their attitudes, but it is clear that most older people do change and adapt to the many major events that occur in old age such as retirement, children leaving home, widowhood, moving to new homes, and serious illness. Their political and social attitudes also tend to shift with those of the rest of society, although at a somewhat slower rate than for younger people (Cutler & Kaufman, 1975; Glenn & Hefner, 1972).

(12) Old people usually take longer to learn something new. Experiments have consistently shown that older people take longer than younger people to learn new material (Botwinick, 1967). Studies of on-the-job trainees also show that older workers tend to take somewhat longer to learn new jobs (Riley & Foner, 1968).

(13) But, it is not impossible for most old people to learn new things. The same studies (cited in #12) also show that most older persons can eventually learn new things about as well as younger persons, if given enough time and repetitions of the material to be learned.

(14) The reaction time of most old people tends to be slower than that of younger people. This is one of the best documented facts about the aged on record. It appears to be true regardless of the kind of reaction that is measured. (Botwinick, 1967).

(15) Most old people are not pretty much alike. There appears to be at least as much difference between older people as there is at any age level; there are the rich and poor, happy and sad, healthy and sick, high and low intelligence, etc. In fact, some evidence indicates that as people age they tend to become less alike and more heterogeneous on many dimensions (Maddox & Douglas, 1974).

(16) The majority of old people are seldom bored. Only 17% of persons 65 or over say "Not enough to do to keep busy" is a "somewhat serious" or "very serious" problem (Harris, 1975). Another survey found that two-thirds of the aged said they were never or hardly ever bored (Dean, 1962). The Duke Adaptation Study found that 87% of those 65 or over said they were never bored in the past week.

(17) The majority of old people are not socially isolated and lonely. About two-thirds of the aged say they are never or hardly ever lonely (Dean, 1962), or say that loneliness is not a serious problem (Harris, 1975). Most older persons have close relatives within easy visiting distance and contacts between them are relatively frequent (Binstock & Shanas, 1976). About half say they "spend a lot of time" socializing with friends (Harris, 1975). About three-fourths of the aged are members of a church or synagogue (Erskine, 1964), and about half attend services at least three times per month (Catholic Digest, 1966). Over half belong to other voluntary organizations (Hausknecht, 1962). Thus, between visits with relatives and friends and participation in church and other voluntary organizations, the majority of old people are far from socially isolated.

(18) Older workers have fewer accidents than younger workers. Most studies agree this is true. For example, a study of 18,000 workers in manufacturing plants found that workers beyond age 65 have about one-half the rate of nondisabling injuries as those under 65, and older workers have substantially lower rates of disabling injuries (Kossoris, 1948).

(19) Only 10.3% of the population were age 65 or over in 1975 and this will probably not increase to more than 12% by the year 2000, even if completed fertility drops to zero population growth levels (Current Population Survey, 1975).

(20) Most medical practitioners tend to give low priority to the aged. A series of 12 empirical studies all found that most medical students and doctors, nursing students and nurses, occupational therapy students, psychiatric clinic personnel, and social workers tend to believe the negative stereotypes about the aged and prefer to work with children or younger adults rather than with the aged. Few specialize, or are interested in specializing, in geriatrics (Brown, 1967; Campbell, 1971; Coe, 1967; Cyrus-Lutz & Gaitz, 1972; DeLora & Moses, 1969; Gale & Livesley, 1974; Garfinkel, 1975; Gunter, 1971; Miller, Lowenstein & Winston, 1976; Mills, 1972; Spence & Feigenbaum, 1968).

(21) The majority of persons 65 or over have incomes well above the poverty level. In 1975 there were only 15.3% of the aged below the official poverty level (about $2,400 for an aged individual or $3,000 for an aged couple). Even if the "near poor" are included, the total in or near poverty is only 25.4% (Brotman, 1976).

(22) Over three-fourths of old people are working or would like to have some kind of work to do (including housework and volunteer work). There are about 12% of persons 65 or over who are employed, 21% who are retired but say they would like to be employed, 17% who work as housewives, 19% who are not employed and not doing volunteer work but would like to do volunteer work (Harris, 1975). These percentages total 78%.

(23) Older people do not tend to become more religious as they age. While it is true that the present generation of older persons tend to be more religious than the younger generation, this appears to be a generational *difference* (rather than an aging effect) due to the older persons' more religious upbringing. In other words, the present older generation has been more religious all their lives rather than becoming more religious as they aged. Longitudinal studies have found no increase in the average religious interest, religious satisfaction, nor religious activities among older people as they age (Blazer & Palmore, 1976).

(24) The majority of old people are seldom irritated or angry. The Kansas City Study found that over one-half the aged said they are never or hardly ever irritated and this proportion increases to two-thirds at age 80 or over. About three-fourths said they are never or hardly ever angry (Dean, 1962). The Duke Adaptation Study found that 90% of persons over age 65 said they were never angry during the past week.

(25) The health and socioeconomic status of older people (compared to younger people) in the year 2000 will probably be much higher than now. Measures of health, income, occupation, and education among older people are all rising in comparison to those of younger people. By the year 2000, the gaps between older and younger persons in these dimensions will probably be substantially less (Palmore, 1976).

A LIFE AND DEATH QUIZ

Test How Long You Should Live

By Beth Mohr
The San Diego Union

How long are you going to live?

The following quiz has been designed to help you find the answer and, in the process, recognize ways to stay healthier longer.

Diana S. Woodruff, a research associate of Andrus Gerontology Center at USC and associate professor of psychology at Temple University in Philadelphia, is the creator of the quiz. She concedes that no test can predict with certainty how long you will live. But her quiz is "based on the best scientific evidence available and that it should make you more fully aware of factors contributing to a long life."

The quiz begins with your average life expectancy as computed in the Life Table of the National Center for Health Statistics.

The averages are based on age (the older you are now, the longer your expected span), on sex (women live longer than men) and on race (Orientals live longer than Caucasions; Caucasions live longer than blacks; the life span of American Indians is about the same as that of blacks).

In her book, *"Can You Live To Be 100?"* Woodruff presents the entire table for every age from 10 to 85. Since the computations change only a fraction from year to year, ages have been grouped in several categories for this quiz.

To compute your expected life span, you begin with the average lifespan for the 25-39 age group.

If you are older than 39, add one year for each additional decade until you reach the one in which your present age falls. For example: the average life span for white women between 25 and 39 is 79. If you are a white woman between 40 and 49, add one year, making your life span 80; if you are between 50 and 59, add two years, making your span 81, and so on.

For men and women in other age and racial categories, use these figures.

The average span for black women from 25 to 39 is 75 and for Oriental women in the same group, 81. Average life expectancies for white men 25 to 39 is 72; black men, 67, and Oriental men, 74.

When you have figured out the average life span for your category write it down. This is the base number you will use to calculate your personal life span.

Then, as you answer each question below, put the number of points you score in the **PLUS** or **MINUS** column.

When you are through, total each column. Add the **PLUS** total to your average span and then subtract the **MINUS** total.

The answer will be your personal life expectancy.

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Questions From
THE LIFE EXPECTANCY TEST
By Diana S. Woodruff

Plus Minus

1—Have any of your grandparents lived beyond 70 or 80? Plus 1 year for each grandparent who lived beyond 80. Plus ½ year for each grandparent who lived beyond 70. ___ ___

2—How long did your parents live? Plus 4 years if your mother lived beyond 80. Plus 2 years if your father lived beyond 80. ___ ___

3—Have any close relatives died of cardiovascular disease? Minus 4 if any parent, grandparent, sister or brother died of a heart attack, stroke or arteriosclerosis before 50. Minus 2 if any of those relatives died of the above before 60. ___ ___

Plus Minus

4—What about other diseases in the family? Minus 3 if any parents, grandparents, sisters or brothers died of diabetes mellitus or peptic ulcer before 60. Minus 2 if any of those relatives died of stomach cancer before 60. Minus 2 for any woman who had a close female relative die of breast cancer before 60. ___ ___

5—If you are a woman, what is your childbearing history? Minus ½ if you are a woman over 40 who has never had a child. Minus 1 if you have had over 7 children. ___ ___

6—How old was your mother when you were born? Minus 1 if your mother was over 35 or under 18 when you were born. ___ ___

Plus Minus

7—Which child were you? Plus 1 if you were the first born in your family. ____ ____

8—How intelligent are you? Plus 2 if you feel you have superior intelligence. ____ ____

9—Are you overweight? Minus 1 for each 10 pounds you are overweight. ____ ____

10—What kinds of foods do you eat? Plus 1 if you prefer vegetables, fruits and simple foods to foods high in fat and sugar. ____ ____

11—Do you smoke? Minus 12 if you smoke 2 or more packs of cigarettes a day. Minus 7 if you smoke between 1 and 2 packs a day. Minus 2 if you smoke under a pack a day. ____ ____

12—How much do you drink? Plus 3 if you are a moderate drinker—2 cocktails, or ¼ a liter of wine or up to 4 glasses of beer a day. Plus 1½ if you are a light (or occasional) drinker. Minus 8 if you are a heavy drinker or an alcoholic. ____ ____

Plus Minus

13—How much exercise do you get? Plus 3 if you exercise at least 3 times a week at jogging, bike riding, swimming, brisk walking, dancing or skating. ____ ____

14—How much sleep do you get? Minus 2 if you sleep too much (10 or more hours a night) or too little (5 or less hours a night.) ____ ____

15—Do you have a satisfying sex life? Plus 2 if you enjoy regular sexual relations once or twice a week. ____ ____

16—Do you have regular physical checkups? Plus 2 if you are a woman and have an annual examination which includes breast examination and pap smear or if you are a man and have a proctoscopic examination every other year. ____ ____

17—What is the status of your general health? Minus 5 if you have a chronic problem such as heart disease, high blood pressure, cancer, diabetes or ulcer or are frequently ill. ____ ____

Plus Minus

18—How far did you go in school? Choose your category: Plus 3 for 4 or more years of college. Plus 2 for 1 to 3 years of college. Plus 1 for 4 years of high school. Minus 2 if less than eighth grade. ____ ____

19—What kind of work do you do? Plus 1½ if you are a professional worker. Plus 1 if you are a technical worker, administrator, manager or farmer. Minus ½ if you are a semi-skilled worker. Minus 4 if you are a laborer. Do not take anything if you are proprietor of a business or in clerical, sales or other skilled job. ____ ____

20—What is your income? Plus 1 if your income is above average for your education and occupation. Minus 1 if your income is below average for your education and occupation. ____ ____

21—How much physical activity goes into your job? Plus 2 if your job involves a lot of activity. Minus 2 if you sit all day. ____ ____

Plus Minus

22—Are you an older worker? Plus 2 if you are 60 and still working. Plus 3 if you are 65 and not retired. ____ ____

23—Where do you live? Minus 1 if you live most of your life in or near the city. Plus 1 if you have lived most of your life in a rural area. ____ ____

24—What is your marital status? Plus 1 if married and living with your spouse.

A. If you are a formerly married man: Minus 9 if separated or divorced and living alone. Minus 7 if you are a widower living alone. Minus 3½ if you are formerly married and living with other people.

B. If you are a formerly married woman: Minus 4 if separated or divorced and live alone. Minus 3½ if you are a widow living alone. Minus 2 if you are formerly married, live with someone and are head of the household. ____ ____

Plus Minus

25—Have you never married? Minus 1 for each unmarried decade past 25 if you are a woman living alone or with others. Minus 2 for each unmarried decade past 25 if you are a man living alone. Minus 1 for each unmarried decade past 25 if you are a man living with family or friends. ____ ____

26—Are you constantly making changes in your life? Minus 2 if you frequently change jobs, residences, friends, spouses, appearance. ____ ____

27—Do you have friends? Add 1 if you like people generally and have at least two close friends in whom you can confide. ____ ____

28—Do you have an aggressive personality? Minus 2 if you are aggressive and sometimes hostile, paying little attention to the feelings of other people. ____ ____

Plus Minus

29—Can you be flexible? Plus 2 if you are calm, reasonable, easy going and can take life pretty much as it comes. Minus 2 if you are rigid, dogmatic and set in your ways ____ ____

30—Do you take needless risks? Minus 2 if you drive without seat belts, exceed speed limits, can't resist taking dares and live in a high-crime neighborhood. ____ ____

31—Do you have a depressive personality? Minus 2 if you have been depressed, tense, worried or suffering from guilt feelings for a year or two. ____ ____

32—Do you have a happy personality? Plus 2 if you are basically happy and content, have a lot of fun in life. ____ ____

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WHY LONGEVITY IS A PLUS OR MINUS THING

Here are brief explanations of Woodruff's plus and minus system. Each statement corresponds to the number of a quiz question.

1. Having long-lived parents and grandparents is a definite sign you will be in for a long natural life. Longevity is transmitted through the genes and through the opportunities and environment that the family provide.

2. Parents have a greater influence on longevity than grandparents. Theoretically, each grandparent contributes only a fourth of your genetic makeup while half of your genes come from your parents.

3. Diseases of the heart and arteries clearly run in families.

4. Diabetes mellitus and peptic ulcers are highly inheritable and protective measures should be taken if they run in the family. Some cancers, such as breast and stomach cancer, seems to run in families although the risk of inheriting them appears to be less than in the case of heart disease, diabetes or ulcers.

5. Woman who have had children appear to live slightly longer than woman who have not. It also seems that the surge of hormones released during pregnancy and nursing protect the breasts from cancer. On the other hand, numerous pregnancies place great stress on a woman's body, particularly when the pregnancies are close together.

6. Children born to mothers under 18 have a higher mortality rate than other children and are presumably weaker if they survive. Mothers over 35 also have a greater incidence of genetic defects and deaths in their infants than mothers between 18 and 35. There is far less evidence that the father's age at the time of a child's conception affects its life expectancy.

7. The earlier you were born into the family, the greater your life expectancy. It is not clear why. It could be because the first children get more attention from the parents or because the later children, arriving after the mother has become physically depleted, get less.

8. No one is sure why intelligent people generally live longer than their less intelligent contemporaries. Some experts think it may be because the intelligent ones have the advantages of a better social position, are more adaptable and smarter at avoiding risks.

9. Obesity is one of the best predictors of premature death. If you are heavy, you are putting a strain on all of your organs, particularly your heart and arteries.

10. People who live the longest like simple meals and avoid eating in excess.

11. The evidence that smoking harms health and shortens life is overwhelming.

12. It is certain that those who have one or two drinks a day generally live longer than teetotalers, probably because abstainers are those with the rigid, unadaptable personalities of those with short life spans. The evidence is clear that heavy drinking causes serious physiological problems that shorten life.

13. Regular physical exercise has a positive affect on a number of the body's systems. It is particularly beneficial to the cardiovascular system, helping the heart pump blood more efficiently and improving the circulation.

14. Studies show that optimal life expectancy occurs in people who get seven hours sleep a night. They also show that people who sleep 10 or more hours and those who sleep five or less hours die younger.

15. While there have been no studies showing that persons who engage in sexual activity live longer, some studies of older people suggest that those who continued to engage in sex lived longer.

16. Many diseases, particularly cancer, are most successfully treated when they are detected early. Regular check-ups are a good idea.

17. Persons with chronic problems have less chance of living to be 100 than those free of chronic problems.

18. Education determines, to as great degree, what your occupation and income will be. People with higher incomes live longer because they have more advantages.

19 and **20.** Occupation affects income; income affects socioeconomic status. Therefore, people of higher socioeconomic status can afford better health care, housing and food and usually work at jobs with lower risk factors.

21. Physical and mental activity seem to extend life.

22. Forced retirement in healthy individuals who enjoy their jobs is a source of extreme stress and may cause some individuals to lose interest in life and die at a younger age.

23. Environmental stresses such as pollution and crime are far greater in cities. The pace of life is slower in the country, more rural jobs involve physical activity and nutrition may be better because of the easy availability of fresh fruits and vegetables.

24 and **25.** If you live alone, whether single or formerly married, you have a shorter life expectancy.

26. Although change and adaptation to change are critical to life, too much change can be stressful.

27. Close friends help serve as a buttress against stress. People who like others and are able to develop friendships are happier in old age and seem to live longer.

28. Persons with high-pressured, aggressive, hostile personalities seem to be in greater risk of coronary heart disease than others.

29. Those who are adaptable and easy going live longer than those who are rigid and dogmatic.

30 and **31.** Risk-taking and depression cause people to die in accidents or through suicide and homicide.

32. A characterstic of most centenarians is happiness. Long-lived people are more likely to say that their lives have been worth living. They have self-respect, self-esteem, feel needed and are happy to be alive.

Bibliography

of Books and Films; Agencies and Organizations

Curriculum on Aging

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SUGGESTED BOOKS AND FILMS K-6

A selected annotated bibliography of books, films, organizations, and agencies that can be used by teachers and children. The section for children is listed in appropriate maturity and interest categories.

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BIBLIOGRAPHY ON AGING

This annotated bibliography is divided into four parts:

Part I is for adults. Books listed will provide background information and deeper appreciation for the concepts of aging.

Part II is a bibliography for children, K-6. These books were selected because of their positive depictions of the elderly. Realistically showing the full range of human behavior and roles, they present stories and discussions of the total life-cycle from birth to death. They comply with specifications of the California State Board of Education adopted in 1978.

Part III is a listing of films. Subjects range from joyous occasions, as depicted in "Close Harmony," to intergenerational accommodation, as shown in "Mandy's Grandmother," to an understanding and acceptance of death as a part of the natural life-cycle, ably expressed in "Death of a Gandy Dancer."

Part IV is a listing of organizations and agencies concerned with aging. It is annotated for easy reference and intended as a beginning point. Add further information that suits your own needs. Include local resources.

PART I - BIBLIOGRAPHY ON AGING FOR TEACHERS AND OTHER ADULTS

Bengston, Vern L. *The Social Psychology of Aging.* The Bobbs-Merrill Company, Inc., New York, 1973.

A fine, concise discussion of the social concepts of aging.

Butler, Robert N. *Why Survive? Being Old in America.* Harper and Row, New York, 1976.

A Pulitzer Prize Winner acclaimed by critics and lay persons alike. Easy to read, filled with important information by a man who is an advocate for the rights and well-being of the old. The book is dedicated to his children, for whom he wishes . . . "a long and satisfying life."

Comfort, Alex. *A Good Age.* Crown Publishers, New York, 1976.

This book covers facts, survival techniques, problems, and pleasures of later life. Included are portraits and biographies of older people who have achieved success in old age.

Cowgill, Donald O. and Lowell D. Holmes, editors. *Aging and Modernization.* Appelton-Century-Crofts, New York, 1972.

Used as a standard text and reference in many universities. Many fine quotes, ideas, discussions.

Hendricks, Jon and C. Davis Hendricks. *Aging in Mass Society.* Winthrop Publishers, Inc., Cambridge, Mass., 1977.

Discusses the myths and realities of aging. Some excellent chapters, each of which is complete in itself.

Huyck, Margaret Hellie. *Growing Older.* Prentice-Hall, New Jersey, 1974.

Especially Introduction, Chapter 1, Chapter 2, On Being a Grandmother by Margaret Mead, pp. 78-84, and Chapter 10.

Rogers, Dorothy. *The Adult Years.* Prentice-Hall, New Jersey, 1982.

Good reading that is not too involved with "jargonese." Chapter 10 especially recommended.

Wishard, William R. (Attorney). *Rights of the Elderly & Retired.* Cragmont Publications, San Francisco, 1978.

A good reference on specific points of problems of old age.

PART II - BIBLIOGRAPHY ON AGING FOR CHILDREN, GRADES K-6

PICTURE BOOKS K-3

Adelberg, Doris. *Grandma's Holidays.* New York: Dial Press, 1963.

The ways in which a little girl and her grandmother spend certain holidays together is told in rhyme. They even make up holidays of their own. A nice way to promote creativity with children. (K-3)

Aldridge, Josephine. *Fisherman's Luck.* Oakland, CA: Parnassus Press, 1966.

When a storm destroys Sy's home, his friends chop down trees and build him another. These older men exhibit physical behaviors and close, understanding friendships seldom found in books. Pictures are clear and follow the story well. (K-1)

Aldridge, Josephine. *A Penny and a Periwinkle.* Oakland, CA: Parnassus Press, 1961.

Sy lives in a little house on the edge of the sea. A penny in his pocket for a sharp new fishhook and a periwinkle hiding in the seaweed are all he needs to have comfort and contentment. Compares life in the country to city living. A discussion with an older person who grew up in the country can follow naturally. (K-1)

Alexander, Martha. *The Story Grandmother Told.* New York: Dial Press, 1969.

Lisa asks her grandmother to tell a favorite story of the fine green balloon shaped like a green cat. Lisa relates everything that happens in the story. Then her grandmother tells the story. A delightful, fanciful picture book that is sure to please. (K-3)

Aliki. *The Two of Them.* New York: Greenwillow Books, 1979.

"The day she was born, her grandfather made her a ring of silver and a polished stone, because he loved her already." In this poem of a picture book, Aliki captures the essence of a true and lasting love between grandfather and granddaughter. Excellent basis for discussion of mutual love and respect. (K-3)

Ardizzone, Edward. *Tim to the Lighthouse.* New York: Oxford University Press, 1968.

Set in a seacoast town, this story shows an older man running a lighthouse. The older character is fully developed. (K-3)

Borack, Barbara. *Grandpa.* New York: Harper and Row, 1967.

A little girl tells about her perfectly delightful grandfather who knows just how to play with a five-year-old. He shows a full range of behaviors. (K-2: Picture Book)

Brown, Margaret Wise. *The Dead Bird.* New York: William R. Scott, 1958.

Four children find a dead bird, mourn over it, and bury it with a ceremony that helps them put death in perspective so that they can both feel it and forget it. Good for showing that grief will lessen with time. (K-3: Picture Book)

Buckley, Helen. *Grandfather and I.* New York: Lothrop, Lee and Shepard Books, 1961.

Fathers, mothers, sisters and brothers are always hurrying, but when a boy and his grandfather go walking they have time to stop and look for as long as they wish. A very sensitive book with fine full-page drawings. (K-1: Picture Book)

Buckley, Helen. *Grandmother and I.* New York: Lothrop, Lee and Shepard Books, 1966.

A young girl describes why her grandmother's lap is special. (K-2: Picture Book)

Devlin, Wendy and Harry. *Cranberry Thansgiving.* New York: Parents Magazine Press, 1971.

Maggie and her grandmother live at the edge of a cranberry bog in New England. Grandmother's recipe for cranberry bread is sought after by all the bakers in the area. On Thanksgiving Day they each invite someone to dinner. Something terrible happens, but Maggie's friend Mr. Whiskers saves the day. (K-3: Picture Book)

Gauch, Patricia Lee. *Grandpa and Me.* New York: Coward, McCann and Geoghegan, 1972.

A boy and his grandfather share all types of activities. Each person thinks the other is very special. Drawings are excellent and enhance this very sensitive book. (K-2: Picture Book)

Jeweil, Nancy. *The Snuggle Bunny.* New York: Harper and Row, 1972.

A lonely bunny is looking for someone to snuggle against and cannot find anyone. He finally finds a lonely old man and they snuggle together. Cute story for the very young, showing that old people like to be loved too. (K-2: Picture Book)

Kantrowitz, Mildred. *When Violet Died.* New York: Parents Magazine Press, 1973.

Children have a funeral for Eva's dead pet bird, with each one bringing something. They behave as adults do on sad occasions. However, the cat is going to have kittens and Eva is suddenly all excited and runs to tell her friend Amy. Handles death of a pet very well. (K-3: Picture Book)

Kirk, Barbara. *Grandpa, Me, and Our House in the Tree.* New York: Macmillan Publishing, 1978.

Grandpa is coming to visit, and Nico remembers all the good things they used to do together. This time, however, it will be different. Grandpa has been sick and he has to rest a lot, but in spite of his illness, a special relationship develops between him and his grandson. Photographs tell the story well. (K-3: Picture Book)

Meeks, Esther M. *Jeff and Mr. James' Pond.* New York: Lothrop, Lee and Shepard Books, 1962.

This is the story of Jeff, a small boy, who has many friends, some little, some his own age, but also some big friends. Mr. James is a big friend who lives on an adjoining farm and is always happy to see him. This story presents a highly positive image of intergenerational relationships, quite aside from immediate family ties. Highly recommended for children from first to fourth grade. (1-4: Picture Book)

Minarik, Else Holmelund. *A Kiss for Little Bear.* New York: Harper and Row, 1968.

In return for a picture he has drawn, grandmother sends Little Bear a kiss via several animals. (K-1: Picture Book)

Minarik, Else Holmelund. *Little Bear's Visit.* New York: Harper and Row, 1960.

On a wonderful day with his grandparents, Little Bear hears a story about his mother when she was a little girl, has lots of good things to eat, and plays games until he falls asleep. (K-1: Picture Book)

Ness, Evaline. *Josefina February.* New York: Charles Scribner's Sons, 1963.

A little Haitian girl, Josefina, acquires a baby burro, which she adores, but she finally trades it for a pair of shoes for her beloved grandmother. Charming story with delightful pictures. (K-2: Picture Book)

Parish, Peggy. *Granny and the Indians.* New York: Macmillan Publishing, 1969.

Granny Guntry lives alone in the woods and provides for herself by some pretty unorthodox means. What the Indians do know is that Granny is eating better than they are without working for her food. She and the Indians reach a humorous and unusual peace treaty, at the conclusion of this funny story. (1-3: Picture Book)

Parish, Peggy. *Granny and the Desperadoes.* New York: Macmillan Publishing, 1970.

Granny Guntry takes on two wily desperadoes and emerges the victor. In this humorous book, Granny proves that she can take care of herself and that she has a special view of things. (1-2: Picture Book)

Shick, Eleanor. *Peter and Mr. Brandon.* New York: Macmillan Publishing, 1973.

While his parents are away taking care of his sick grandmother, Peter stays with the Brandons. Mr. Brandon takes Peter out for the day. (K-2: Picture Book)

Stevenson, James. *Could Be Worse.* New York: Greenwillow Books, 1977.

Everything is always the same at Grandpa's house, even the things he says, until he overhears his grandchildren talking. The next morning Grandpa has a story to tell that no one could find uninteresting. The routine of Grandpa's life is overdone and he appears too old, but the story he tells and its illustrations are amusing for young readers. (K-3: Picture Book)

Wittman, Sally. *A Special Trade.* New York: Harper and Row, 1978.

As Nelly and Bartholomew grow older and change, there is a special change, or trade-off, in their roles. (K-2: Picture Book)

Wood, Joyce. *Grandmother Lucy Goes on a Picnic.* Cleveland: William Collins and World Publishing, 1976.

Grandmother Lucy takes a picnic basket down to the river with a little friend, and they have a wonderful time. Stereotypic illustrations, but a delightful story. (K-2)

Zolotow, Charlotte. *My Grandson Lew.* New York: Harper and Row, 1974.

One night, six-year-old Lew wakes up, missing his grandfather who had died four years ago. Lewis and his mother share memories. A sensitive, beautifully illustrated book, with a fine portrayal of three generations and the life cycle. (K-2)

Zolotow, Charlotte. *William's Doll.* New York: Harper and Row, 1972.

William wanted a doll, but instead he got a basketball and a train set. Grandmother does not think that boys with dolls are sissies. She gets him a doll, so when he grows up he will know how to be a good father. A real-life happening that fits today's concept of preparing children for many differing roles they may need as adults. (K-2)

FICTION FOR THE VERY YOUNG

Bryant, Sara. *The Burning Rice Fields.* New York: Holt, Rinehart and Winston, 1963.

An old man has the wisdom and courage to burn the villagers' rice fields to warn them of an approaching tidal wave and thus saves their lives as they run to the fields on higher ground. A beautiful book with good illustrations. (1-3)

Clark, Ann Nolan. *Paco's Miracle.* New York: Farrar, Straus and Giroux, 1962.

Paco has always lived with an old man who hopes to make him a man of love and compassion, as was St. Francis. The elderly man becomes ill and the simple mountain people befriend Paco and help them. (2-4)

Gauch, Patricia Lee. *Aaron and the Green Mountain Boys.* New York: Coward, McCann and Geoghean, 1972.

This true Revolutionary War tale tells how Aaron and his grandfather helped the Green Mountain Boys. The story and pictures are good; can be used with a history lesson, or to stimulate a discussion of need for true community participation. (1-3)

Godden, Rumer. *The Fairy Doll.* New York: Viking Press, 1956.

Elizabeth, the youngest of four children, is short, fat, clumsy, and sometimes naughty., Great-grandmother gives her a fairy doll to help her. Elizabeth makes the discovery which great-grandmother knew she would. (2-3)

Kay, Helen. *A Stocking for a Kitten.* New York: Abelard-Schuman, 1965.

This is a heartening tale of a grandmother's love and how, in her own way, she teaches her granddaughter an important lesson in forgiveness. (1-3)

Lexau, Joan M. *Benjie on His Own.* New York: Dial Press, 1970.

Benjie faces his own grandmother's illness and grows up in the process. Fine example of community support in time of need. (1-3).

Miles, Miska. *Annie and the Old One.* Boston: Little, Brown, 1971.

This is a beautifully told story of a young Navajo girl living in a hogan on a reservation with her parents and her grandmother. A film of the story is available. Sensitive, well acted, the story and film deal with approaching death of an old person. (1-3)

Sonneborn, Ruth, *I Love Gram.* New York: Harper and Row, 1979.

This story describes the experiences of a city dwelling black family. They have love and concern for a sick grandmother. (1-3)

Udry, Janice May. *Mary Jo's Grandmother.* Chicago: Albert Whitman, 1970.

Mary Jo is visiting grandmother, who lives in the country, during Christmas vacation. When grandmother falls and breaks her leg, Mary Jo resourcefully sets out through a snowstorm to find help. Shows mutual concerns of old and young. (2-3)

FABLES/LEGENDS/TALL TALES

Bang, Betsy (translator). *The Old Woman and the Rice Thief.* New York: William Morrow, 1978.

This tale is adapted from a Bengali folk tale. An old woman goes to seek help from the raja because someone was stealing her rice. The raja was hunting, but luckily she meets some clever friends who help her catch the thief and from then on she enjoys as much rice as she can. Culture of a people is well depicted. (K-3 Picture Book) de Paola, Tomie (retold by). *Strega Nona.* Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Wise old Strega Nona, "Grandmother Witch," is whispered about in her Calabrian town. But everyone in the town comes to her for potions and cures, magic and comfort. The retelling of this old tale combines warmth and humor in pictures with an exciting and sympathetic text. (K-3: Picture Book)

Flora, James. *Grandpa's Farm.* New York: Harcourt, Brace and World, 1965.

Four tall tales are told to a little boy by his grandpa who is "very tall . . . almost as tall as trees. Sometimes tired birds sit on his hat . . . Grandpa just lets them sit there. He even feeds them worms and bugs, if he happens to be digging . . . grandpa is very nice to animals and birds, too." Pictures are funny and delightful. (2-5)

Galdone, Paul. *The Old Woman and Her Pig.* New York: McGraw-Hill, 1960.

A retelling of a classic folk tale in which an old woman's troubles begin after she finds a crooked sixpence and goes to market to buy a pig. It takes "a dog and a stick, fire and water, even a rope, and a cat and a rat to help her out." (K-3: Picture Book)

Haley, Gail. *A Story, A Story!* New York: Atheneum, 1970.

Cleverness and generosity are found in the stories about Ananse, the spider man. This is an old African tale about how stories came to earth. (K-1: Picture Book)

Ness, Evaline. *Old Mother Hubbard and Her Dog.* New York: Holt, Rinehart and Winston, 1972.

Harrassed Mrs. Hubbard not only has a bare cupboard, but her demanding sheep dog has her running all over town. This book is a full color tongue-in-cheek interpretation of a classic rhyme designed to make children laugh (K-3: Picture Book)

Sleator, William. *The Angry Moon.* Boston: Little, Brown, 1970.

This is a legend of an Alaskan Indian boy who, assisted by his grandmother's magic, rescues an Indian girl who is being held prisoner by the angry moon because she had laughed at the moon's ugly face. (2-3)

SHORT STORIES FOR YOUNG READERS

Behrens, June. "Soo Ling Finds a Way." San Carlos, CA: Golden Gate Junior Books, California, 1965.

Soo Ling finds a way to help her grandfather's hand laundry business when a laundromat opens across the street. Stereotyping is present, but grandfather is active and employed. A very good story with fine pictures. (1-2)

Copeland, Helen. "Meet Mike Takino." New York: Lothrop, Lee and Shepard Co., Inc., 1963.

A Japanese-American boy, who has no living grandparents, needs a substitute for the first grade school party honoring grandparents. He succeeds in getting five older people to become his adopted grandparents. They all show up at the party and Mike receives special recognition, along with his adopted grandparents. Delightful story! (1-3)

Horvath, Betty. "Jasper Makes Music." In *Secrets.* Boston: Houghton Mifflin, 1971, pp. 182-192.

While cleaning a storage room with his grandfather, Jasper finds a snow shovel. Grandfather tells him that it is a magic shovel that he gave to Jasper's father when he was a boy. Grandfather goes on to explain that part of the magic is up to the weather, and part is up to the one who owns it. Jasper now understands that he has a way to get the guitar that he wants. (2)

Montgomery, Rutherford George. "Kildee House." In *More Than Words.* New York: Macmillan Publishing, 1970, pp. 113-124.

This is the story of an interesting man named Jerome Kildee who builds an odd house in the woods and has very unusual neighbors—wild animals, especially raccoons and skunks. It also tells how he wins over "Old Grouch," a grumpy raccoon. (3-4)

Newell, Hope. *The Little Old Woman Who Used Her Head and Other Stories.* Nashville: Thomas Nelson, 1973.

Nineteen humorous stories are told about the adventures of the little old woman who had many problems to solve, such as keeping her geese warm during the winter while taking their feathers for a feather bed. (1-3)

Parnall, Peter. "The Great Fish." Doubleday & Co., Inc., New York, 1980.

Charlie visits his Indian grandfather, William Three Feathers, in his log cabin and asks him to tell him tales of his people and how they lived long ago with the eagle, the bear, the water, and the forest. The final picture is poignant. Can lead to excellent discussions. (3-4)

BIOGRAPHIES FOR YOUNG READERS

Garst, Shannon, *Hans Christian Anderson; Fairy Tale Author.* Boston: Houghton Mifflin, 1965.

Hans Christian Anderson's childhood was as poor as any he wrote about in fantasy, yet in his fame he was honored by kings and crowds wherever he went. This story of his ambition, of his constant struggle for education, his many false starts, and his final unbelievable triumph brings to life the storyteller whose tales are now a part of our literary heritage. (3-4)

Daugherty, Charles Michael. *Samuel Clemens.* New York: Thomas Y. Crowell, 1970.

Sam Clemens lived with a twinkle in his eye and a story on his lips. His life story, told in simple terms, should delight a young reader's sense of humor. Most people know him as Mark Twain, the name he used when writing his humorous stories and books. (2-3)

Faber, Doris. *Clarence Darrow: Defender of the People.* Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

When he could neither make a living as a country lawyer nor talk to people about his new ideas, Clarence Darrow moved to Chicago. It was the year 1887. There he defended people whom no one else would defend and participated in one of the most famous cases of the century, the "Monkey Trial" in Tennessee. (2-4)

Patterson, Lillie. *Frederick Douglas: Freedom Fighter*. Champaign, Illinois:

Frederick Douglas spent his childhood as a slave. A he grew older he became aware of the cruelties forced upon his people. Disguised as a sailor, he escaped to the North and began the dangerous business of freeing other slaves. As a black spokesman during the Civil War, he became President Lincoln's friend and an advisor to other presidents. Throughout his long life, he worked faithfully to advance the cause of freedom. (2-4)

d'Aulaire, Ingri and Edgar. *George Washington*. New York: Doubleday, 1936.

Here is a series of lithographs that depict George Washington's life. It is a story, not of dates and biographical data, but of a boy growing up on a plantation in Virginia and, when growing older, taking part in the affairs of Virginia and then of the struggling colonies as a whole. (K-3)

Berry, Erick. *Robert E. Peary: North Pole Conqueror*. Champaign, Illinois: Garrard Publishing, 1963.

This is a brief biography of Robert Peary, the first man to journey to the North Pole. His motto throughout life was "I will find a way, or make one." (2-3)

Cone, Molly. *The Ringling Brothers*. New York: Thomas Y. Crowell, 1971.

This is the charming, lively story of how the Ringling Brothers made a universal childhood dream come true. (2-3)

Faber, Doris. *The Life of Pocahontas*. Englewood Cliffs, New Jersey; Prentice-Hall, 1963.

Doris Faber has taken all that is known of Pocahontas, her father Powhatan, the Algonquin Indians, and Jamestown, and woven it into this shining story from our country's past. (2-3)

Foster, Genevieve. *Theodore Roosevelt: An Initial Biography*. New York: Charles Scribner's Sons, 1954.

This is a simply written biography of Theodore Roosevelt's boyhood, family, and years as president of our country. (3-4)

McGovern, Ann. *Runaway Slave: The Story of Harriet Tubman.* New York: Scholastic Book Services, 1965.

Born a slave on Maryland plantation, Harriet Tubman dreamed of following the North Star to freedom. After she escaped, she risked her life many times to come back to lead other slaves to freedom along the Underground Railroad. This biography is about a woman whose faith, courage, and intelligence have earned her a place in history. (2-3)

Montgomery, Elizabeth Rider. *William C. Handy: Father of the Blues.* New York: Dell Publishing, 1968.

This is a true-life story of one of the greatest blues writers of all time, who was also one of the first musicians to popularize black folk music in America. (3-4)

NOVELS: FOURTH-SIXTH GRADES (4-6)

Armstrong, William. *Sounder.* New York: Harper and Row, 1970.

The death of a devoted dog and his black master in the rural nineteenth century South leaves the man's son a hard, but hopeful, legacy of stoicism, resilience, and self-reliance. A film was based on the novel. (5-6)

Babbitt, Natalie. *The Eyes of the Amaryllis.* New York: Farrar, Straus, and Giroux, 1977.

Gran, Jenny, and Seward are drawn into a kind of deadly game with each other and with the sea, a game that only the sea knows how to win. Reads like a mystery. (5-6)

Barnouw, Victor. *Dream of the Blue Heron.* New York: Delacorte Press, 1966.

A young Chippewa at the turn of the century is torn between the traditional customs of his tribe and modern ideas. (4-6)

Blue, Rose. *Grandma Didn't Wave Back.* New York: Franklin Watts, 1972.

Debbie's close relationship to her grandma is changed when Grandma begins to fail and has to move to a nursing home. Her grandma's optimistic attitude consoles the child. (4-6)

Boston, L.M. *The Children of Green Knowe.* New York: Harcourt, Brace, and World, 1955.

A boy and his great-grandmother develop a rapport as the older woman tells him about three children who had grown up in her house generations ago. (4-6)

Brenner, Barbara Johnes. *A Year in the Life of Rosie Bernard.* New York: Harper and Row, 1971.

Although this is basically a story of a young girl's adjustment to a new home, a large family, and eventually to her father's remarriage, there is also a good discussion between Rosie and her grandfather on the meaning of death. (4-6)

Buck, Pearl. *The Big Wave.* New York: John Day Company, 1948.

Kimo was the only one of his family left when a tidal wave swept away a Japanese fishing village. When he grew up he wanted to return to the village to be a fisherman. He knew how to be ready if another tidal wave came. The story has a unique value for its explanation of the mysteries of life and death. (4-6)

Bulla, Clyde Robert. *The Sugar Pear Tree.* New York: Thomas Y. Crowell, 1961.

Lonnie lives with his mother and great-grandfather in a house that has to be given up because of a highway project. A perceptive picture of an old man who needs respect and status is presented. The relationships between generations are described. (4)

Burch, Robert. *Two That Were Tough.* New York: Viking Press, 1976.

This story parallels the lives of Mr. Hilton, a retired gristmill operator in his seventies, and Wild Wings, an elderly chicken. Hilton gives up his freedom to move in with his daughter because "It's for his own good." Wild Wings is set free. A very good story. (4-6)

Byars, Betsy. *Trouble River.* New York: Viking Press, 1969.

Trouble River earned its name, as Dewey and Grandma find out. How they survived its dangers makes a story of pioneer courage and resourcefulness. (4-6)

Byars, Betsy. *The House of Wings.* New York: Viking Press, 1972.

Ten-year-old Sammy does not want to live with his grandfather, "the wild old man." Together they care for a wounded crane, and Sammy learns to love his grandparent. (4-6)

Byars, Betsy. *After the Goatman.* New York: Viking Press, 1974.

Figgy and his grandfather lived in their cabin until urban renewal came. This story shows how an elderly man reacts when everything he owns is taken away in the name of progress and how his relationship with his grandson changes. (5-6)

Canfield, Dorothy. *Understood Betsy.* New York: Grosset and Dunlap, 1917.

"Elizabeth Ann," who was too much 'understood' and coddled by an over-conscientious aunt, changes into a strong, self-reliant individual after living with her grandmother on a Vermont farm. (5-6)

Christgau, Alice. *Rosabel's Secret.* Reading, Mass.: Addison-Wesley, 1967.

A young girl and an older woman become fast friends one summer. The woman is hiding in a shack deep in the woods, and Rosabel helps to keep her secret until the woman's knowledge of herbs is required to save her mother's life. (4-6)

Clymer, Eleanor. *The Spider, the Cave, and the Pottery Bowl.* New York: Atheneum, 1971.

A contemporary Pueblo Indian family retains the traditional art forms, and two children are able to relate to their grandmother, their family, and the larger white society. A lovely three-generation story. (4-6)

Coatsworth, Elizabeth. *The Cat Who Went to Heaven.* New York: Macmillan Publishing, 1958.

A Japanese legend is told about a cat who longed to have a cat in the painting her master was making of the Buddha's farewell to the animals as he prepared to die. This could not be, because the cat refused to pay homage to the great teacher. In the end, by a miracle, the cat is in the painting and dies of joy upon seeing it. (3-5)

Corcoran, Barbara. *The Faraway Island.* New York: Atheneum, 1977.

While her parents are in Europe, Lynn spends a year on Nantucket Island with her grandmother. She finds herself faced with the problems of her grandmother's "age," "tough kids" at school, and her own shyness and lack of self-confidence. A strong, positive, relationship develops between Lynn and her grandmother. Realistic aging is depicted very well. (4-6)

Distad, Audree. *The Dream Runner.* New York: Harper and Row, 1977.

Sam is told Indian tales by his elderly part-Indian co-worker, Clete. Clete dies and Sam goes to seek an Indian vision. On his journey he meets a retired teacher, Mrs. Emma. A very good story that can lead to fine intergenerational discussion. (5-6)

Erwin, Betty. *Who Is Victoria?* Boston: Little, Brown, 1973.

An elderly retired teacher realizes that her life is nearing its end, and she daydreams a lot during her last summer. Suddenly, a girl, Victoria, appears and plays with the girls in the neighborhood. Just as suddenly, she disappears. After the teacher dies, the girls decide that Victoria was a figment of the teacher's imagination. This story deals successfully with aging and death. (4-6)

Gage, Wilson. *Big Blue Island.* Cleveland: World Publishing, 1964.

An orphaned boy from Tennessee goes reluctantly to live with a great uncle on the Big Blue Island. He gradually accepts his uncle's attempts to help him, and the island becomes a refuge instead of a prison. A good story that may lead into better insight of why adults behave in certain ways. (4-6)

Greene, Constance. *The Unmaking of Rabbit.* New York: Dell Publishing, 1972.

Paul was called "Rabbit" because his ears stuck out. He did not have any friends, and when he had the chance to make some, he had to pay for them by stealing! He wondered if it was really worth it. Living with his mother would probably be much better than living with his grandmother, but his mother never seemed to be able to find room for him. One thing for sure is that his grandmother is marching into old age gallantly, a positive antidote to the stereotyped grandmother image. (4-6)

Green, Constance. *The Ears of Louis.* New York: Viking Press, 1974.

Louis, age twelve, is called Elephant Ears, but Mrs. Bebble says his ears are a sign of character. She plays poker (betting candy mints) and gives him a good luck amulet. (4-6)

Hemingway, Ernest. *The Old Man and the Sea.* New York. Charles Scribner's Sons, 1961.

This is a beautiful tale of an old man's relationship with a young boy, the sea, the creatures of the sea, and of himself as a human being. The story also shows how old age faces life and death with hope, courage, and wisdom. All students should enjoy this classic portrayal of a proud and independent old man. A film was based on the novel. (6+)

Kelley, Sally, *Summer Growing Time.* New York: Viking Press, 1971.

June and her grandmother, Ginger, get involved in civil rights issues in a small Mississippi town. (4-6)

Kruss, James. *My Great-Grandfather and I.* New York: Atheneum, 1964.

Great-grandfather and great-grandson enjoy writing and rhyming poetry based on the ABC's. Great-grandfather tells stories and teaches proper grammar to great-grandson. Other members of this four-generation family create rhymes as everyone parties together. An interesting story that promotes creativeness. (4-6)

Lee, Virginia. *The Magic Moth.* New York: Seabury Press, 1972.

The illness and impending death of a ten-year-old girl, Maryanne, and the effect on her family as a whole is realistically and sensitively told. (4-6)

Little, Jean. *Spring Begins in March.* Boston: Little, Brown, 1966.

The problems and frustrations of Meg Copeland, a girl of about ten years old, will capture the reader's interest. This realistic story depicts a warm family situation with special emphasis on the developing relationship between a child and her grandmother. (5-6)

Lorenzo, Carol Lee. *Mama's Ghosts.* New York: Harper and Row, 1974.

Ellie is beginning to experience the pleasure and pain of maturing. Her grandmother, whom she calls Mama, understands and tries to help her in the maturing process by relating her own girlhood experiences. The love between Ellie and her Mama is poignantly expressed. (5-6)

Mathis, Sharon Bell. *The Hundred Penny Box.* New York: Viking Press, 1975.

Great Aunt Drew, a hundred years old, lives with Michael and his family. Michael's mother reacts negatively, his father acts protectively, and Michael responds to the older black woman with love. (4-5)

Montgomery, L.M. *Anne of Green Gables.* New York: Grosset and Dunlap, 1908.

This is a delightful story of an orphaned girl who goes to live with an older brother and sister on a farm. Anne is an inquiring, philosophical, and adventurous young girl whose antics worry her guardians, but she eventually grows into a fine young woman. (5-6)

Morey, Walt. *Canyon Winter.* New York: E.P. Dutton, 1972.

Fifteen-year-old Peter, stranded in a mountain wilderness, learns about survival, conservation, and life from the older man who rescues him. (4-6)

Norton, Mary. *Are All the Giants Dead?* New York: Harcourt, Brace, and Jovanovich, 1975.

In a dream, James goes to where aging fairy-tale characters "live happily ever after." The characters have gained in life's experience, and they help him in his escapades. (4-6)

O'Dell, Scott. *The Island of the Blue Dolphins.* Boston: Houghton Mifflin, 1960.

An Indian girl spends eighteen years alone on an island after the death of her brother who was killed by a pack of wild dogs. (5-6)

O'Dell Scott. *The Black Pearl.* Boston: Houghton Mifflin, 1967.

A boy finds a large pearl supposedly cursed with death. When the boy's father dies, he starts to throw the pearl into the sea. (5-6)

Paterson, Katherine. *Bridge to Terabithia.* New York: Thomas Y. Crowell, 1975.

The life of a ten-year-old boy in rural Virginia expands when he becomes friends with a newcomer who subsequently meets an untimely death trying to reach their hideaway, Terabithia, during a storm. Though not about aging, per se, this story is very good in its treatment of the death of a good friend of the same age. (5-6)

Rawlings, Marjorie Kinna. *The Yearling.* New York: Charles Scribner's Sons, 1903.

Jody's pet fawn has to be killed to keep it from eating the food necessary for the family. Jody's grief ends his youth and leaves him a man. A film was based on the novel. (4-6)

Rock, Gail. *The Thanksgiving Treasure.* New York: Bantam, 1976.

This book is sentimental, but it has a lovely story with depth and warmth, based on family ties and the need for understanding and love. A young girl discovers the "real meaning" of Thanksgiving. (4-6)

Shaefer, Jack. *Old Ramon.* Boston: Houghton Mifflin, 1960.

A young boy spends a summer tending sheep with Old Ramon, from whom he learns much about himself, nature, animals, and his own past. (4-6)

Shannon, Monica. *Dobry.* New York: Viking Press, 1934.

The story describes family life on a Bulgarian farm. Everyone is waiting expectantly for the gypsies and their massaging bear which helps farmers get rid of muscle soreness after a busy summer of work. Dobry's grandfather helps him to respect his own uniqueness as an artist. (5-6)

Shotwell, Louisa. *Magdalena.* New York: Viking Press, 1971.

Despising her long black braids, Magdalena decides to disobey her grandmother's order not to cut them. Grandmother does not understand why she does this, but she shows considerable insight into the behavior of Magdalena's friends, who encouraged the hair cutting, and even learns to accept Magdalena's short hair. (5-6)

Simon, Shirley. *Best Friend.* New York: Lothrop, Lee and Shepard, 1964.

Eleven-year-old Jenny, whose mother died three years ago, lives with her sisters and brother, her father, and a housekeeper. One day she learns that her grandmother, whom she has never met, is coming to live with them. She is surprised to learn about the various things her grandmother does. (6)

Smith, Doris, *A Taste of Blackberries.* New York: Thomas Y. Crowell, 1973.

Everyone agreed that Jamie was special, even when he exasperated them by showing off. No one, least of all his best friend, dreamed that Jamie's exuberance and a harmless prank could end in sudden tragedy. When it does, the boy, who is the first-person narrator of this unusual book, must find the strength to bear his grief and his guilty feeling that somehow he might have saved his friend. (3-5)

Spyri, Johanna. *Heidi.* New York: Penguin Books, 1977.

The classic story of Heidi is one of greatness of affection for Peter, her grandfather, her pet goat, and the mountain home. A film was based on the novel. Fine pictures of the classical type. (4-6)

Stuart, Jesse. *The Beatinest Boy.* New York: Whittlesley, 1953.

A boy's grandmother makes him so happy when she gives him a wonderful home, he is willing to do almost anything to get enough money to buy her a wonderful Christmas present. When he can't get money, he solves the gift problem in another manner. (4-6)

Walker, Mary Alexander. *The Year of the Cafeteria.* Indianapolis: Bobbs-Merrill, 1971.

Azure, settling in a new high school, goes to work in the school cafeteria under the supervision of her grandmother. Conflicts, love and the reality of death come into the story. Very well written with an unusual plot. (4-6)

White, E.B. *Charlotte's Web.* New York: Harper and Row, 1952.

In this classic story, Charlotte, the spider who has saved the life of the little pig Wilbur and been his best friend, helps Wilbur to understand and to accept her approaching death. A cartoon film was based on the novel. A story of love and concern that will be well remembered. (2-6)

Williams, Margery. *The Velveteen Rabbit.* New York: Doubleday, 1922.

This is the story of a young boy's pride in having an old and worn toy. The toy exhibits a personality of its own and is not threatened by other new toys because it is loved by the boy and knows it has special value in being loved. The relationship between the boy and the toy is characterized by love, loyalty, and friendship—ageless, timeless values. Excellent for teaching concepts of aging. Lends itself well to puppet plays. Good read-aloud story. (2-6)

Yep, Lawrence. *Child of the Owl.* New York: Harper and Row, 1977.

Casey, age twelve, moves in with her grandmother, Paw-Paw, who lives in San Francisco's Chinatown. A well-written, heart-warming story of how Casey learns to cope with the generation gap, the cultural gap, and her family situation. (5-6)

SHORT STORES: FOURTH-SIXTH GRADES (4-6)

Baylor, Byrd. "Coyote Cry." In *Echoes of Time.* New York: Macmillan Publishing, 1980, pp. 24-37.
"Coyote Cry." In *Looking Around.* Columbus, Ohio: Charles E. Merrill, 1975, pp. 220-213.

To Antonio, the coyote is an enemy. His grandfather, being wise in the ways of the world, does not agree, He sees the coyote as doing what it must for survival. When a mother coyote adopts a collie puppy that Antonio feared was killed by coyotes, the boy begins to hear other good things in the coyote's cry as does his grandfather. (5-6)

Brown, V., B. Phillips, and E. Jaffe. "Munchy, Munchy Berry." In *Looking Around*, Columbus, Ohio: Charles E. Merrill, 1975, pp. 55-63.

"Trick or treat!" Halloween is that time of year and Mr. Munch enjoyed it as much as the children. He does not even seem to mind it when some of the boys make fun of him. He must be full of mischief himself, however, when he plays a trick on them. (5-6)

Kirk, Ruth. "David, Young Chief of the Quileutes." In *Moccasins and Marvels*, New York: Harper and Row Basics Reading Plus, 1976, pp. 103-117.

Great-Grandfather made David chief of the Quileute Indians because he felt that his tribe needed young blood to lead them. The contrast in life styles, social customs, and economic needs between the time when great-grandfather was a boy and the present are realistically and simply explained. The family strata, spanning three generations, is also detailed. (5-6)

Shemin, Margaret. "The Little Riders." In *Changing Scenes*. New York: Harcourt, Brace, Jovanovich, 1979, pp. 193-239.

Johanna went to Holland to visit her grandparents, but, with the outbreak of war, her visit turns into a four-year stay. It is an interesting and exciting story of the valiant efforts made by Johanna and her grandparents to save the 'little riders' (lead figures that come out of the church steeple at 12 o'clock) from the German soldiers. (5-6)

Yolen, Jane. "The Seeing Stick." In *Rhymes and Reasons*. New York: Macmillan Publishing, 1980, pp. 410-421.

Long ago in Peking, an emperor had a blind daughter named Hwei Ming. She was very sad because she was blind. Her father tried in vain to get physicians to help her. One day, an old man, who also blind, arrived at the palace. At first the emperor was reluctant to have him try to help his daughter. When he relented, the old man told the Princess tales and helped her to "see" with her fingers, as he carved figures on a wooden stick. She, in turn, taught others to see as she saw. (4-5)

BIOGRAPHIES: FOURTH-SIXTH GRADES (4-6)

Bulla, Clyde Robert. *Pocahontas and the Strangers.* New York: Thomas Y. Crowell, 1971.

The story of Pocahontas has become an American legend. Pocahontas' inner conflicts are poignantly revealed in this simple account of Jamestown and later in England. (4-6)

Franchere, Ruth, *Willa: The Story of Willa Cather's Growing Up.* New York: Thomas Y. Crowell, 1970.

Here, in a spirited and colorful story, the early days of an American writer are recreated. Willa's childhood in the Nebraska plains had a tremendous influence on the books that gave her a place in our literature. Both of her grandparents are well-developed in this biography. (4-6)

Frank, Anne. *The Diary of a Young Girl.* New York: Doubleday, 1952.

This poignant autobiography of the adolescent years of Anne Frank is the actual diary of her life [illegible] hiding during the Nazi occupation of Holland. She ignores the shadow of death and copes with an almost impossible way of life with great dignity. Relationships with her parents and other adults are accurately and sensitively portrayed. (5-6)

Frazier, Neta Lohnes. *Sacajawea: The Girl Nobody Knows.* New York: David McKay, 1967.

The biography details this Indian girl's role in the Lewis and Clark expedition to the West and what happened to her subsequently and in her later years. (5-6)

Fritz, Jean, *Stonewall.* New York: G.P. Putnam's Sons, 1979.

Buffalo Bill Cody and his colorful personality will always be a symbol of the Golden West. As a scout and plainsman, he helped build the West, and through his famous Wild West Shows he gave the world an epic pageant of a period in United States history. This biography spans the period from his boyhood adventures to his death, when he realizes that few men had been richer than he in enduring friendship and loyal admiration. (4-6)

Holbrook, Stewart. *America's Ethan Allen.* Boston: Houghton Mifflin, 1949.

Ethan Allen's story is told with vivid simplicity, illustrated by full-color pictures. He was the leader of the Green Mountain Boys, forged the state of Vermont out of the Hampshire Grants, and was a hero of Fort Ticonderoga. He was one of the first men who, foreseeing America's destiny, rebelled against British authority. (3-5)

Kugelmass, J. Alvin. *Ralph J. Bunche: Fighter for Peace.* New York: Julian Messner, 1962.

This is the first biography of Ralph J. Bunche, black scholar, statesman, diplomat, and Nobel Peace Prize Winner in 1950. Orphaned at twelve, Grandma Johnson, tender, loving, and wise, was his guiding spirit, his inspiration for achievement, and his role model for good. Grandma Johnson's philosophy, which included an insistance on racial pride, was deeply ingrained in him. (4-6)

Reynolds, Reginald. *The True Story of Gandhi: Man of Peace.* Chicago: Childrens Press, 1964.

Here is Gandhi's story—his boyhood in India, his student days in England, his experiences in South Africa through which he found non-violence to be the path to social justice. It ends with his leadership of his own people in India in a struggle that resulted in their victory and his death. (4-6)

Rockwell, Anne. *Paintbrush and Peacepipe: The Story of George Catlin.* New York: Atheneum, 1971.

Some of George Catlin's paintings and drawings are the basis for the pictures in this biography. His interest in Indians and their way of life began early. When he became a painter, the relationship deepened. He went to the West, painted Indian portraits, and collected many of the things they made. The last part of his life was spent trying to make other people appreciate the Indians as he did. (4-6)

Severn, Bill. *Adlai Stevenson: Citizen of the World.* New York: David McKay, 1966.

This biography portrays Adlai Stevenson from his boyhood through his career at the United Nations. The wit and humor that he brought to American political life are highlighted. (6+)

Sterling, Philip. *Sea and Earth: The Life of Rachel Carson.* New York: Thomas Y. Crowell, 1970.

By drawing much of his story from the recollections of Rachel Carson's friends and colleagues, the author presents a well-rounded portrayal of a woman who was a dedicated scientist and gifted writer, a devoted daughter and friend, and, above all, a determined defender of the natural world she understood so well. (5-6)

Swift, Hildegarde Hoyt. *The Edge of April: A Biography of John Burroughs.* New York: William Morrow, 1957.

The events in this biography of John Burroughs, a great naturalist, are taken from his own memories, from the recollections of his son and grandchildren, the recording of his secretary, or revealed in the letters of his friends. "The most precious things in life are near at hand," he wrote, "without money and without price." (5-6)

PART III - FILMS ABOUT AGING

These films have intergenerational themes, and are suitable for use in staff training or community education for intergenerational activities and program development.

ANNIE AND THE OLD ONE. 16 mm, color, 15 min., BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica CA 90406, 1976.

Annie is a young Navajo girl who is saddened when the Old One, her grandmother, announces that she will soon go to Mother Earth. First she will finish weaving the rug which is on her loom. Annie plots to prevent completion of the rug; finally the grandmother helps the child to accept the cycle of life and death.

AND WE WERE SAD, REMEMBER? One in the FOOTSTEPS series. 3/4" video-cassette; may also be available in 16 mm. U.S. Office of Education, Division of Technology, Room 3116-ROB 3, Washington DC 20202.

This is one of thirty programs in the television series on parenting (FOOTSTEPS). When a beloved grandmother dies, differing ideas emerge in two young families about how to help children cope with death. Parents discover that their own attitudes and fears about death are reflected in their children's behavior.

CLOSE HARMONY. 16 mm, color, 30 min., Learning Corp. of America, 1350 Avenue of the Americas, New York NY 10019, 1980.

A choral group of fourth and fifth grade students at Friends School in Brooklyn, N.Y. practice for a concert. The chorus leader also works with a choral group at the Senior Citizen Center. She combines the two groups into an intergenerational chorus, with participants aged 9 to 90. A sensitive, exciting film, winner of the 1982 Academy Award for the best short documentary. Excellent for stimulating discussion. Appropriate for all age levels, for teachers and volunteer training.

DEATH OF A GANDY DANCER. 16 mm. color, 26 min., Learning Corp. of America, 1350 Avenue of the Americas, New York NY 10019, 1977.

Ben Matthews was a railroad worker in his youth. Now Ben spends much time with his grandson Josh, telling him stories of his railroad days and teaching him the art of tapping trees for sap. When Ben collapses while showing Josh the art of "gandy dancing," Ben learns that he is dying. Ben insists that Josh be told of his condition. Initially, the child has difficulty accepting the situation, but finally he is present as Ben dies.

DIVIDED HORSECLOTH (This is Charles Laughton). 16 mm, B&W, 15 min., Quality Productions, P.O. Box 480213, Hollywood CA 90048.

Charles Laughton toured with his *One Man Show of Dramatic Readings* to enthusiastic audiences throughout the world. It is from one of these readings that this film was made. It is a 13th century tale of a father who gives all his wealth to his son as part of a marriage contract with a young lady. He expects, as a result of this generosity, to live with his son and daughter-in-law in comfort in his remaining years. However, he is not made welcome, and is finally ordered to leave, with only an old horse blanket to keep himself warm. His grandson gives him the blanket, tearing it in half. When asked by his father why he did this, the grandson answers, "I'm saving the other half for you when you are old." The child's point is well taken; the son reconsiders his actions and the grandfather is welcomed back into the home. Study guide available.

FAMILY. 16 mm, color, 14 min., Wombat Productions, Inc., Glendale Rd., Little Lake, P.O. Box 70, Ossining NY 10562, 1972.

This film discusses various aspects of the family amidst changing American society. As family members sit down to an outdoor supper, with grandparents and other relatives present, members silently "speak" their minds about their feelings regarding roles in families and in today's society. An aging grandmother expresses loss in today's family life, and hopes that the family as she knew it will return.

GENERATIONS. 16 mm, color, 11 min., Phoenix Films, Inc., 470 Park Avenue, South, New York NY 10016.

This gentle film depicts the trip of an elderly couple to a park for a picnic. The children playing nearby remind them of their own past childhood games. The old man and a young boy strike up a contest, leading eventually to better understanding of each other, accompanied by mutual affection and respect.

GREENE VALLEY GRANDPARENTS. 16 mm, B&W, 10 min., Center for Southern Folklore, 1216 Peabody Avenue, P.O. Box 4081, Memphis TN 38104, 1972.

This documentary about retired mechanics, truck drivers, farmers, and housewives who work with mentally retarded children in a Tennessee developmental center is an example of the values of shared love and care between the generations.

GREENHOUSE. 16 mm, color, 11 min., Barr Films, P.O. Box 5667, Pasadena, CA 91107, 1973.

A young boy works to repair an old man's greenhouse that he has vandalized, and slowly learns to appreciate the beauty he finds there. When the greenhouse is vandalized again, the old man and the boy work together to save "their" plants, discovering a new friendship and mutual respect for the feelings and property of others. Study guide available. Award winning. A film by William Crain, script by James Halpin.

GROWING UP—GROWING OLDER. Three part, 16 mm, color, Association Films, Inc., National Booking Office, 866 Third Avenue, New York NY 10022.

Three film vignettes focusing on the wonderful friendships that can exist between the young and the old. Titles of the vignettes are: "More Than a Memory": memories of childhood in the 1920's; "The Gift of Time": shows that needs and feelings of old and young are often quite similar; "To Find a Friend": across more than six decades friendships are made to the profit and pleasure of all. Films are narrated by Don McNeill. They emphasize the fact that concerns, feelings and attitudes of the young and the old of every era remain much the same. As we grow older, we can also grow wiser, kinder, and closer to others.

MAKE A WISH. 16 mm, color, 5 min., Pennsylvania State University, Audio-visual Services, 1973.

This film depicts a family birthday party for the grandmother, who is 75, and the granddaughter, who is five. Audio and visual simulation enables viewers to experience the restricted sensory feedback received by an elderly person with sight and hearing loss.

MANDY'S GRANDMOTHER. 16 mm, color, 30 min., Phoenix Films, Inc., 470 Park Avenue, South, New York NY 10016, 1978.

This film is based upon the children's book by Liesel Moak Skorpen. It tells the story of Mandy, about ten years old, and her jet-traveller grandmother who comes from England to visit Mandy's family on their suburban farm. Mandy and her grandmother both have fantasized expectations of each other; they must go through some challenging adjustments before they come to appreciate each other as real individuals.

MY GRANDSON LEW. 16 mm, color, 13 min., Barr Films, P.O. Box 5667, Pasadena, CA 91107, 1976.

This beautiful film, based on Charlotte Zolotow's book for children, deals with ". . . life and death . . . and the security and joy possible in shared memories." Lew, still a small boy, awakens in the night missing his grandfather. He remembers doing wonderful things together, and asks his mother when Grandfather will visit. The mother tells Lew that his grandfather will not visit anymore—that he died when Lew was very young. Together Lew and his mother share their recollections of the grandfather, thereby finding comfort in their loss.

PLAY AND CULTURAL CONTINUITY PART II, SOUTHERN BLACK CHILDREN. 16 mm, color, 27 min., Campus Film Distributors, 2 Overhill Road, Scarsdale NY 10583.

This film, one in a series of four, shows children engaged in dramatic play and in traditional folk games. Comfortable interaction between youth and age, as well as between various ages of children, make this a valuable film for training staff in intergenerational programs.

PLAY AND CULTURAL CONTINUITY, PART III, MEXICAN-AMERICAN CHILDREN. 16 mm, color, 27 min., Campus Film Distributors, 2 Overhill Road, Scarsdale NY 10583

This film was made in the Rio Grande Valley of Texas. The traditional cultural values, including the honored position of the elderly within the Mexican-American community, make this a good film for stimulating discussion of intergenerational exchange. Fiestas, dancing, music, and close family ties are portrayed in the film.

PORTRAIT OF GRANDPA DOC. 16 mm, color, 28 min., Phoenix Films, Inc., 470 Park Avenue, South, New York NY 10016, 1977

Grandpa Doc, portrayed by actor Melvyn Douglas, is lovingly remembered by his grandson, a young artist who is preparing for his first one-man exhibit. The relationship which was shared by the grandson and his grandfather is sensitively presented through numerous flash-backs to the artist's childhood.

SHOPPING BAG LADY. 16 mm, color, 21 min., Learning Corp. of America, 1975.

Starring actress Mildred Dunnock, this film is the story of how unthinking attitudes can inflict needless cruelties on others. A group of young teenaged girls ridicule some of New York City's old women who roam the streets collecting other people's castoffs which they carry around in shopping bags. When one of the girls discovers an old family picture album in the shopping bag of the older woman showing her as she once was, young and lovely, she realizes the "shopping-bag lady" is a person, is led to re-examine her own relationship with her grandmother. Award-winning.

YONDER COME DAY. 16 mm, color, 26 min., McGraw-Hill Films, 1221 Avenue of the Americas, New York NY 10020

Bessie Jones is a 72-year-old black folksinger. At her home on St. Simon's Island, Georgia, she teaches neighborhood children the slave songs and children's games from previous generations. She also travels to Yale University, where she teaches these same songs and games to students of Afro-American music. This is a joyous film—the viewer is rather quickly drawn into an active (foot-stomping, hand-clapping) mode of experiencing the visual presentation!

PART IV - ORGANIZATIONS AND AGENCIES CONCERNED WITH AGING

National Resources

Administration on Aging HHS South Building, Room 3609 Third and C Streets, S.W. Washington DC 20201 (202) 655-4000	The federal agency dealing with needs of older people. The headquarters for state agencies on aging. Responsible to Dept. of Health & Human Services (HHS)
American Association of Retired Persons & National Retired Teachers Association 1909 K Street, N.W. Washington DC 20049 (202) 872-4700	Membership organizations offering insurance, discounted medications and various educational programs. Advocates for legislation.
Gerontological Society 1835 K St., N.W. Washington DC 20036 (202) 466-6750	A professional organization serving agencies and individuals. Several fine publications and yearly national conferences. Has a section on geriatrics, promoting geriatric specialists.
Gray Panthers 3700 Chestnut Street Philadelphia PA 19104 (215) 387-0918	National headquarters for state and local units. Advocacy organization.
National Council of Senior Citizens Room 202 1911 K Street, N.W. Washington DC 20005 (202) 783-6850	Headquarters for local groups. Advocates for employment, better housing, adequate income and other issues of concern to older people.

National Council on the Aging 1828 L Street, N.W. Washington DC 20036 (202) 223-6250	A private non-profit organization. It conducts research, develops programs to serve needs of the aging and serves as an information, training and consultation center for all professionals and organizations involved with services to the elderly.
Retired Senior Volunteer Program ACTION 806 Connecticut Avenue, N.W. Washington DC 20525 (202) 655-4000	Volunteer recruitment and training for older adults. Part of ACTION Agency which also includes: SCORE (Senior Corp of Retired Executives); Foster Grandparents, VISTA (Volunteers in Service to America) and the Peace Corps.

California Organizations & Agencies

California State Department of Aging 1020 - 19th Street Sacramento CA 95814 (916) 322-1121	Provides guidance and services to regional/local agencies, such as San Diego County Area Agency on Aging. Funded by State of California and the Administration on Aging. Will direct inquiries to proper source if staff is unable to fill requests.
California Department of Education 721 Capitol Mall Sacramento CA 95814 (916) 445-4688	Headquarters for all public elementary, secondary education. Adult Field Services Division provides consultant services to adult schools including educational programs for older adults.

California Department of Parks & Recreation 1416 Ninth Street Sacramento, CA 95814 (916) 445-6477	Has jurisdiction over state parks. Provides guides and docents at many of the larger parks.
California Department of Consumer Affairs 1020 N Street Sacramento, CA 95814 (916) 445-1254	Offers consultant services to regional and local consumer programs. Has jurisdiction of nurses' continuing education requirements. Developed a state-wide Senior Discount Card project.
California Department of Health 714-44 P Street Sacramento, CA 95814 (916) 445-4171	Provides consultant and regulatory services to all health facilities. Will direct inquiries to proper sources.
California Comm. Consulting, Chancellor's Office 1238 S Street Sacramento, CA 95814 (916) 445-8752	Consulting services to individual campuses, including programs designed for older adults.
Western Gerontological Society 785 Market Street, Ste 1114 San Francisco, CA 94103	Serves the Western states. Professional membership. Encourages study and services. Yearly workshops and conferences.

Classroom Activities
for Extending the Curriculum on Aging

Developed By

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ESEA Title IV-C Project

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INTRODUCTION

Learning to think, to challenge, to order, and to solve problems are essential elements in all elementary and secondary school curricula. The **Curriculum on Aging** desires to assist students with these skills and provides many opportunities for this to occur. In this booklet, *Classroom Activities for Extending the* ***Curriculum on Aging***, many of the ideas and suggestions reflect concepts from the "Thinkabout" Instructional Television Series. Grateful acknowledgment is given to both the Agency for Instructional Television and the Department of Education, San Diego County. Information about this series can be obtained either through your local ITV network or by contacting the Agency for Instructional Television, Box A, Bloomington, Indiana 47402, (800) 457-4509

Grateful acknowledgment is also given to the project, *Helping Children Understand Aging Processes: Gerontology in the Elementary Classroom*, produced by the Center of Gerontology at Montana State University, Bozeman, Montana. It provided the **Topics for Compositions, Potpourri of Ideas,** and **More Extending Activities**.

It is interesting to note that the suggestions listed on pages 12-19 have also been found to work equally well with junior and senior high students as well as with elementary. Teachers are encouraged to use their imaginations and creativity not only in using and/or adapting these activities to the maturity level and needs of their pupils but also in seeking out possibilities for phasing the activity into required academic curriculum.

In addition, it is important to remember that in a well-rounded approach to teaching about both the problems and promises of aging, the activities selected should be balanced between the physical, social, and psychological aspects of aging.

USING THE CURRICULUM ON AGING TO TEACH ESTIMATING AND APPROXIMATING SKILLS

When we draw on past experience to make a careful guess, we are estimating. Taking the time to stop, think, and draw on knowledge and past experience is at the heart of the estimating process and distinguishes it from wild guessing.

In approximating, we ask ourselves, "What's good enough?" or "How close is close enough?" Rounding off measurements, using the thesaurus to find synonyms for a word, and measuring performance relative to a goal are approximations. In each case a comparison is made with a standard or referent. The more thoughtful we are about the kind of standard used or about how accurate the comparison needs to be, the more likely we are to make a useful approximation.

- Estimate how much exercise you receive in a week. Keep track of what you actually do and then compare. Make a graph illustrating your projected goals and your actual goals.
- Approximate handwriting styles from copies of old manuscripts and advertisements.
- Estimate time without a clock for a day. Estimate distance using only your eyes.
- Plan a route to an older relative or friend's home. Determine approximate distance. Travel the distance and discover how close you were to your approximation.

USING THE CURRICULUM ON AGING TO TEACH SKILLS IN FINDING ALTERNATIVES

Alternatives, or options, are vital to effective problem-solving and decision-making. To have alternative approaches or solutions is to have the flexibility needed to deal with complex, real-life problems. Much invention, discovery, and artistic creativity are dependent on having many alternatives.

- Discuss why retired persons often have to be taught leisure skills. Why must some learn how to enjoy playing once again?
- What are some good things that older adults can adopt from the youth of today? What are some good things that youth can adopt from the older adults of today? Have students chart both.
- Create a leisure log for yourself and for an older person you know. Compare your ways of having a relaxing time with that person. Become aware of forms of leisure which you both could enjoy. Think up something together that has not been mentioned which could be added to the list.
- Brainstorm alternative ways to report on an interview with an older person — mural, tape-recording, poem, song, etc.

USING THE CURRICULUM ON AGING TO TEACH SKILLS IN COLLECTING INFORMATION

Collecting information is a continuous part of the lives of most intermediate level students. Writing a composition, solving a math problem, or deciding how to fix a broken bicycle requires the student to have useful information.

Give students time to plan and do information-gathering activities. They should be encouraged to see the benefits of asking questions and to expand their range of sources and methods for collecting information.

- Interviews can provide help to learn about the history of a school. Students can interview teachers, principals, former students and custodians. They could locate documents from a local library or historical society. They might even create and distribute questionnaires to local residents who live near the school.
- Ask students to find out what a fossil is and to document the whole process of an animal or plant becoming a fossil.
- It is said that 90% of all scientists who have ever lived are still living today because of the tremendous increase in the field. Have students research some of these scientists, their backgrounds and current contributions.

USING THE CURRICULUM ON AGING TO TEACH SKILLS IN CLASSIFICATION

Attaching labels to people, for example, is a form of classification necessary for survival; yet it may lead to stereotyping and treating people accordingly. This form of "social classification" is bound up with language and with unconscious perceptions of the world. Recognizing that we have a predisposition to act in a certain way because of labels can help prevent our stereotyping.

- Have students list some ways that people can be classified (for example: by age, weight, height, sex). Ask students whether any of these classifications might lead to stereotyping. Have them write down information.
- Ask students to go through three modern picture books, classify the people in the pictures (for example, by sex, by age, by activity), and look for stereotyping. Compare the results with stereotyping in books by analyzing some folk or fairy tales.
- Have students listen for ways in which descriptive language is used to stereotype people. Create a chart with that information and encourage them to add to it as they hear other words.

USING THE CURRICULUM ON AGING TO TEACH SKILLS IN FINDING PATTERNS

Because pattern finding pertains to seeing connections among things, it is related both to classifying and generalizing; and like those thinking processes, it helps create order and makes life more predictable. Recognizing that seasons change, that life is followed by death, and that a changing barometer signals a change in the weather depends upon the ability to see patterns.

Finding patterns also helps describe reality and make predictions about what is likely to happen in the future. Understanding patterns sometimes permits us to modify or change them when their consequences are harmful, or motivates us to protect them when they are essential for our well-being.

- Within the same country or group, cultural patterns exist according to time. It is easy to forget that people who lived 100 years ago in the United States had different life styles and cultural patterns from those of today. Explore reference materials to learn about the cultural patterns of a certain group of people at an earlier time.
- Compare and contrast some present day cultural patterns with those of the group in the 1800's. Discuss how electricity, airplanes, cars, televisions, telephones, frozen foods, photocopy machines, central heating, and antibiotics affect patterns.
- Imagine being a child in the 1800's. Plan a special day which reflects life in the 1800's; or, have students write a play about that time and incorporate cultural patterns.

USING THE CURRICULUM ON AGING TO TEACH SKILLS IN DRAWING CONCLUSIONS

Drawing general conclusions, like classifying, helps to order and simplify reality. We constantly form generalizations and use them to guide our behavior and to explain and predict. Forming and testing generalizations is at the heart of scientific inquiry as well as of learning.

Children at the intermediate age level are not critical of their own beliefs and are not likely to examine critically the beliefs of their friends, unless they conflict directly with their own. Consequently, they often accept beliefs that have little basis in reality and, if acted upon, can cause problems for themselves and others.

- Ask students why there is air pollution in large cities. How serious is it? Has there always been air pollution? How does it affect people's health? Can it have long-term results? Have students make beginning conclusions. Following that, have them research and interview persons to determine whether their original conclusions hold. How do they compare with results of their study? What might they state as new conclusions?
- Have students survey their neighborhood to find out the number of preschoolers, number of children in elementary school, number of families with children living at home, number of households without children at home, etc. Have them present information collected and then draw conclusions based on their findings.
- Have students survey the influence of advertising in relation to older adults where they interview or pass out questionnaires to them regarding the use of a particular product. Have them find out what determines a purchase: quality, availability, cost, size, advertising, etc. Chart findings. Organize the data. Summarize the results in a written manner and draw conclusions based on the findings.

USING THE CURRICULUM ON AGING TO TEACH SKILLS IN SEQUENCING AND SCHEDULING

An important aspect of planning a project is deciding what tasks need to be done, in what order, and when work on each task starts and finishes. Students sometimes "dive in" and have not planned ahead. Because of that, they often run out of time before completing their projects.

- Have students create a slide/tape show where they need to plan both a sequencing of steps involved as well as a timeline. Having older volunteer mentors assist the students can greatly help them in the process. They might each bring in photos of themselves at various ages and create a "Remember When . . ." slide-show.
- Have students and older volunteers put together an exercise exhibition for the school and community showing many types of physical exercise and how each helps strengthen various parts of the body.
- Have students look up information in an almanac such as the Farmer's Almanac. From that, have them make an almanac for their school year for whatever information might be interesting to compile. Each day have someone decide what to record. Research whether it is information that is newsworthy.

USING THE CURRICULUM ON AGING TO TEACH SKILLS IN USING CRITERIA

Selection of criteria is very important when a person makes a judgment or decision. They are like tests or standards. We use criteria every day in a wide variety of ways. Criteria influence our selection of friends, how much effort is put into studying for a test, and whether or not we like particular types of music.

It is important for children to begin to learn how to discern important issues when making a judgment or decision, learn ways to establish criteria, and how to change criteria when they don't seem to be useful.

- Have students work with older adults to develop a Bill of Rights for students which analyzes existing school rules. Ask them to rephrase rules in a Bill of Rights statement. As an example, if there is a rule which indicates that there is no running in the classroom, the right might be written: "Each student has the right to an orderly atmosphere in the classroom which is reflected in walking."

  After they complete their personal Bill of Rights, ask them to develop a Bill of Rights for older adults.

- Have students create an award for television programs which meets criteria developed by the students for excellence in programming. Have one category be non-stereotypic portrayal of people where students list criteria which determine stereotypes. After awards are made, students can write the networks and inform them of the project and of their analyses.

- Have students read about early American women devoted to changing discriminatory sexual and racial criteria that determined who could vote. It will help them learn about how laws are written and how they can be changed. Ask students to report on information learned from their reading. Have them create a voting procedure for their classroom that illustrates both discrimination and non-discrimination to illustrate what they learned.

USING THE CURRICULUM ON AGING TO TEACH SKILLS IN RESHAPING INFORMATION

Reshaping information involves changing the form of information to make it more useful. The ability to reshape or transform information helps students to understand information and then to reshape it to make it most effective for their purposes.

- Have students put together art symbols that represent what life means to them. Afterward, discuss the process used and decisions made by each. Display symbols.
- Have students study the history of fuels and then predict the types of fuels needed for the future. Besides doing research, have them talk with older adults to learn firsthand about types of fuels used during this century in America.
- Have students write a short biography about an older family member from an interview they have conducted. Or, have students read about an historical character and write a short story from information learned.

USING THE CURRICULUM ON AGING TO TEACH SKILLS IN COMMUNICATING EFFECTIVELY

How do we use language well? Oral reports and speeches are a common experience in school. As children become more active in groups, they are expected to make artistic presentations and to be able to talk about activities. If they can learn to plan as an important ingredient prior to speaking, they can become aware of how communication efforts can either be detrimental or effective to their purposes.

- Have students select a topic from one of the **Curriculum on Aging** activities, do additional research, and prepare a statement which helps convince others about its importance. Allow time for the talks and opportunities to critique each from the vantage point of highlighting what presentation styles worked well and what improvements can be considered for another time.
- Have students determine an older person to be honored by the classroom or school. Ask them to collect information on the person, citing accomplishments and personal stories. They can put what they have learned into speeches which they rehearse, refine, and then deliver.

The following pages include many suggestions which can be used as springboards for creative thinking to extend the **Curriculum on Aging**. Many are appropriate for individual work while others are suitable for either individual or group cooperation. Utilize older volunteers whenever possible.

TOPICS FOR COMPOSITIONS ON AGING

I am thankful we have older people.
I like to have aged people visit my school.
Ten things in the world I would change to help aged people.
When I am 70 years of age, ____________.
My favorite aged person.
I saw an aged person on my way home from school.
The aged man (or lady) next door.
The perfect place to retire.
The aged people in my neighborhood.
The way Christmas was for my grandparents.
Thanksgiving, roast turkey, and grandmother.
Mr. ____________'s garden.
And that's what made the aged person laugh.
I like to rake leaves at Mrs. ____________ house.
What I will be doing in 2035.
My grandfather's job.
Describe a child's day one hundred years from today.
The retired clown.
The retired football player.
My special present for grandma.
What I want to do after I am 70 years of age.

That's why I phoned grandma.
The aged person I love most.
That's why aged people like to work.
That's why aged people like to travel.
That's why aged people like to learn new things.
Grandma had her birthday today.
So I said to my grandmother, ______________ .
Grandfather woke me up to tell me the news.
Until that aged person told me, I never knew.
If I could change places with *(an aged person)* for 24 hours, ________________ .
And now she was retiring from teaching.
He was a retired fireman.
What qualities do you admire most in aged persons?
That's where grandpa got the idea.
The advantages and disadvantages of being an aged person.
That's what made grandmother happy.
That's what made grandmother sad.
That smell makes me think of grandmother's house.
Write a conversation between yourself and an aged person (tell why the topic came up).
Write a personal diary of a famous aged person.
And that's what made grandfather laugh so hard.
That's why grandpa is running for election.
My grandfather jogs every day.

POTPOURRI OF IDEAS

In 2035

Imagine that you are in the year 2035. Write a story about what your childhood was like in the 1980s. Remember that many things would have changed. Forms of transportation, television, telephone, games, and so on will be different.

The Past—The Future

Figure out in what year you will be 65 years of age. Write a short story about what you think it will be like then. Show how your life will be interesting and satisfying.

In what year was some other person who is now 65 years of age the same age as you are now? Write what you think it was like then.

Homes—Now And Then

Compare a home which was built recently with one which was built 50 years ago. Describe advantages and disadvantages of living in each one. How can our homes be designed to change as our lives change?

Advertising—A Good Idea

Plan an advertising campaign to encourage courtesy toward citizens of all ages. First, make a list of ways to show courtesy and good manners. Second, plan how to use posters, slogans, and other ways to sell your ideas.

Who's Selling What To Whom?

Watch 10 TV advertisements. Note the product being sold and how each is advertised. Decide what group of consumers each ad is directed toward:

Childhood	Middle Age
Adolescence	Later Maturity
Young Adulthood	Old Age

Make a graph to show your results. If you took another sample of 10 ads, do you think your results would be the same?

A Letter To The Future

Write a letter to *your* grandchildren. Make up names for them. In your letter, tell them about a typical day in your school. Tell what it was like for you. Remember things will have changed a great deal by then.

The Best Routes

Draw a map of your town or neighborhood showing the location of important services and shops needed by aged citizens. These can include: grocery store, drug store, restaurant, shoe repair, variety store, and doctors' and dentists' offices. Now find the best route from where an aged citizen lives to those services and shops. Use your imagination to think of other locations which would make all of us less dependent upon automobile transportation.

Battle Of The Budget

Estimate the cost of various necessities of an aged citizen. Your parents or grandparents can help you determine the cost for food, rent, insurance, personal needs, entertainment, repair and replacement of household and personal things, utilities and other expenses. Now find out from the Social Security office the average current monthly social security benefits. Work out a budget using the figures you have gathered.

Likeable Laws

There are many rules and laws which help us and some which limit what we can do. Make a list of those laws which help aged citizens. Make a list of new laws which you believe would help aged citizens.

Fantasy Island Survival

Think about some aged person you know quite well. Now imagine that you are cast ashore on a deserted island after your ship sinks. How will you survive? What can you do to help you both survive? What can the aged person do to help you both survive?

Future Fascinations

Find out about hobbies and interests which an aged citizen enjoys. Try to make a list of at least twenty. Make a survey of your classmates to find out which they think they will enjoy if they retire. Graph your results.

Future Feelings

Make a list of what you think makes an aged person feel happy, sad, angry, scared. Write a story about one of these things. Be sure to tell how and why the person had that feeling.

We Give and Get Feelings

Make a list of aged people you know. Tell how you feel when you are with them. Tell how you think you make them feel.

People's Fascinations

What do you think the following people will be most interested in during their aged years?

President of the U.S.	Your teacher
The mayor of your community	Your parents

Think about other famous people and tell about their lives.

Varied Vocations

Cut pictures from magazines of older adults engaged in doing things. Make a collage which shows a variety of activities they enjoy.

Sorting Stereotypes

Look up the definition of "stereotype" in a dictionary. Write the definition in your own words. Compare your definition with one written by a classmate. Discuss any differences between the two definitions.

What are some stereotypes about aged people? Make a list.

Smashing Stereotypes of Aged People

Read this list of stereotypes which should be smashed. Find a story in the newspaper, book or real life which shows one stereotype to be wrong.

MORE EXTENDING ACTIVITIES

Have students make a list of aging traits prescribed by traditional stereotypes. Ask which students know older people (grandparents, neighbors, etc.) who seem to be free of these stereotypes.

Ask students to catalog jobs as to those for younger and older workers; discuss whether each "young" job could be done as well by an older person.

Have students do research to find out about attitudes toward aging in other countries and other cultures today and in the past.

Have students analyze their reading books, literature anthologies, social studies texts, and science books as group projects. The purpose is to find the ways that older persons are portrayed and what activities they are involved in doing.

Have students search out characters (in books, plays, and TV shows) who depart from the traditional "older person" roles. What is their feeling about these departures?

Have students rewrite stories containing aging stereotypes. Have them draw new illustrations and display them in the classroom.

Start a class collection of myths and sayings about older people, both positive and negative. Later have students compose original sayings.

Having students compile their own collection of poems, stories, pictures, newspaper and magazine articles, and anything else they can find that combats age stereotyping.

Ask students to analyze TV shows, including newscasts, comedies, dramas, sports programs, etc. What are the images of older people projected by the TV industry?

Have students draw a self-portrait; then, a self-portrait of themselves at an older age. What characteristics remain? Is this how the student would like to look?

What makes a person old? What makes a person young?

Arrange encounters with active older persons through personal contacts, films, and literature to create more positive attitudes.

Plan a Grandperson's Day or Evening for your class or school.

Invite an older volunteer to observe elementary games played at recess and lunch on the playground. Invite them into the classroom to describe street games that have been passed down over the years.

Invite guest speakers from the community, who are themselves aged, to speak on what it means to be old in your community.

Have students imagine that they are aged citizens in the year 2040. Write how things will change by then—transportation, TV, telephones, games, jobs, etc.

Have students plan an advertising campaign to encourage courtesy toward people of all ages. First, make a list of ways to show courtesy and good manners. Second, draw posters, make up slogans, plan 30-second TV commercials to sell their ideas.

Have students make a collective list of things that they think make an aged person feel happy, sad, angry, scared. Write a story about an older person using several ideas from the list.

Ask students to think of three elderly people they know. Write how they feel when they are with each person. How do they suppose the three people react to them.

Have students interview older persons as to how they spent their childhood when there was no TV.

PROCESS OF AGING — LEVEL I

PROCESS OF AGING, LEVEL I — Curriculum Coordination Matrix

Date after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	About Face	X	X	X							
	Action Theater			X					X		
	Animal Talk		X					X	X		
	Baby! Look At You Now			X					X	X	
	Balloon Bylines	X		X							
	Building Blocks			X	X					X	
	Clay Play	X		X					X		
	Exercise For Energy	X		X			X				
	Eyes See You		X				X		X		
	Family Facts	X		X						X	
	Happiness Is A Friend	X		X						X	
	Have a Heart	X		X						X	
	Hobby Know-How	X	X	X							
	House Call	X								X	
	Inner-View Interview		X	X						X	
	Let's Face It		X	X						X	
	Old Favorites			X						X	
	Photo Fun			X	X				X		
	Picture Perfect			X	X				X		
	Positive People			X						X	X
	"Ribbit"—Live It	X							X	X	
	Shape Up		X				X	X			
	A Snapshot In Time		X							X	
	Solve It Sensibly	X		X							X
	Very Important Choices		X						X	X	

Copy this for your record-keeping purposes.

PROCESS OF AGING

ABOUT FACE

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students will become aware that young and old alike have feelings, that feelings change, and that they can control this change.

TIME: One class period—or use time for small groups each day until complete.

MATERIALS

Finger paint
Paper

PROCEDURE

Talk about how children can show how they feel by the way they look. Have different ones demonstrate how they look when they are happy, sad, upset, hurt, worried, excited, etc.

Pass out paper and one color of finger paint per child. Give them time to swirl the paint and then ask them to make a face that is happy and to leave it on the paper for a minute. Talk about why a person who had such a happy face might be happy. Again, have them swirl paint and make a face that is sad. Repeat for faces showing other emotions and ask questions as they make each face. Conclude by having them make one last face which expresses how they are feeling at this time and to leave that face on the paper.

How can we change our feelings? If we are sad, what can we do? If we are scared, what can we do? Who can we ask for help?

PROCESS OF AGING

ACTION THEATER

GOAL

Distinguish between young and old.

OBJECTIVE

Each student will be aware of the different ages of story book characters.

TIME: One class period

PROCEDURE

Use stories such as THE THREE BILLY GOATS GRUFF, GOLDILOCKS AND THE THREE BEARS, or your own and students' choices. Have children dramatize the stories and notice how each character is different. Let various children act out how they think Papa Bear might act or how the Baby Billy Goat Gruff might walk, and help them realize that there are various interpretations for even the same character. Do this with several characters in the stories. Have them imagine how old the characters might be.

MATERIALS

Stories that are familiar to students
Props and costumes for acting out stories, if desired.

PROCESS OF AGING

I

ANIMAL TALK

GOAL

Distinguish between young and old.

OBJECTIVE

By studying different animals, students will be able to explain that animals have varying life spans.

TIME: Two class periods

MATERIALS

Pre-select a variety of easy-to-read books about animals that have both pictures and information about animals.

Large chart paper
Marking pens

PROCEDURE

First Day:
Talk about a particular animal—a classroom pet or new baby born at the zoo—something that starts children thinking about animal ages. Discuss the following:
—Terms used for the animal as baby and adult. (kitten—cat, calf—cow)
—Foods eaten by the animal as baby and adult.
—How soon the animal becomes self-sufficient.
—Environment in which animal lives.
—Protective devices.
—How long animal lives. (average life span)

Second Day:
Distribute books about animals. Have each student find out similar kinds of information about another animal. As they gather information, place it onto a large chart for students' reference. This lesson should continue so that students can read about various animals. Compare and contrast information that has been gathered for at least two more animals.

PROCESS OF AGING

I

BABY! LOOK AT YOU NOW.

GOAL

Distinguish between young and old.

OBJECTIVE

Students will be able to explain specific ways that physical appearance helps identify age differences.

TIME: Two class periods

MATERIALS

Send a note home asking each mother to send a baby picture to school of the student and of another family member, noting name on the back of each.
Cards for names.

PROCEDURE

First Day:
Place all *student* baby photos on a bulletin board, prior to beginning the lesson. Ask students not to tell which picture is their own until everyone has had a chance to look at them. Then, have each student write his or her name on a card under the correct photo. Again, allow students time to look at and enjoy the pictures.

Next, ask the following questions:
How have they physically changed?
What can they do now that they could not do when they were babies?
How are their clothes different?
Why couldn't they have attended school when their baby picture was taken?
Do they think they will look different next year? In what ways?

Second Day:
Put baby picture of the other family member next to his or her child's picture. Talk about the pictures and ask the following questions:
Does it seem hard to believe that they were the same age?
What do they think they will look like as adults?
Have them draw how they think they might look as an adult.

BALLOON BYLINES

GOAL

Assist children to learn that aging is individual.

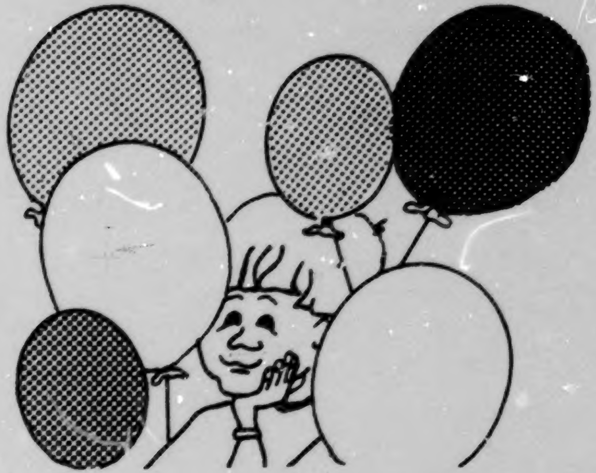
OBJECTIVE

Students will become aware that everyone, young and old alike, has talent to do things.

TIME: One class period

MATERIALS

Paper to make paper balloons
Crayons or marking pens
String



PROCEDURE

Begin lesson by asking the following:

Who do you know who is good at the following:

- —playing cards;
- —telling a story;
- —playing a musical instrument;
- —baking cookies;
- —listening?

Next, discuss the concept that everyone is good at many things.

Ask students:

What is one thing you are good at doing?

What is something that someone in you family can do really well?

What can your grandparents or an older neighbor do really well?

Have each student draw one activity with marking pens or crayons onto a paper balloon that depicts something they can do very well. Display balloons around the room hanging from something high so that they look like they are floating. Attach a string to each one.

BUILDING BLOCKS

GOAL

Distinguish between young and old.

OBJECTIVE

Students will recognize that life styles are all unique.

TIME: One class period

MATERIALS

Panel of adults from different age levels
Paper
Pens/pencils
Clock with movable hands

PROCEDURE

This is a good lesson to use in helping students learn or reinforce how to tell time.

Initiate a discussion about a typical school day with the following questions:

What time do you get up?
What is your usual agenda before school?
What do you do after school and before dinner?
What do you usually do after dinner?
When is bedtime?

During the discussion, ask students to note differences and similarities from others in their responses. Relate the questions to yourself and to panelists whom you have had come in to talk with students about differences and similarities when they do things.

PROCESS OF AGING

I

CLAY PLAY

GOAL

Distinguish between young and old.

OBJECTIVE

Students will become more conscious of ways in which young and old are alike and are different.

TIME: One class period

PROCEDURE

Give each child a "ball" of clay, or some such medium to fashion and sculpt figures. Give each a few minutes to play, using newspaper underneath.

Let them fashion a baby with their clay. Give them a few minutes to have fun doing this. Talk about the size of their baby and let them enjoy one another's imaginative ideas. Then, let them re-sculpt their clay into an older child. When they have done this, have them share how their person has changed. Re-sculpt once more as an adult, and have them describe the changes.

MATERIALS

Clay for each student
Newspaper

PROCESS OF AGING

I

EXERCISE FOR ENERGY

GOAL

Learn that aging is individual.

OBJECTIVE

Students will learn that exercise and mental activity need to be practiced consistently throughout life.

TIME: Two class periods

PROCEDURE

First Day:
Teach the game of "Freeze" to the class. The objective is to get from the back of the room to the front without being caught moving. The leader stands in front. Each turn begins by that person turning around, counting to ten, calling our "Freeze" and turning around to see if anyone is still moving. If caught, the person stays "frozen" on the spot until the game ends. You may wish to play the game by having small groups take turns, rather than having the entire class play at once.

When all have had turns, discuss the following:

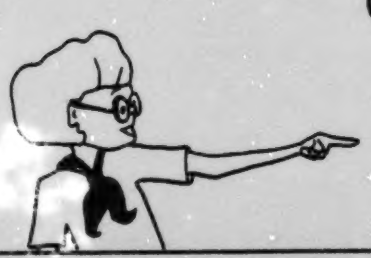
What was it like to be "frozen" and "unfrozen?" How did you feel?

Can your mind be "frozen" or "unfrozen?" In what ways?

Give examples of ways your mind and body keep learning and growing?

Second Day:
Have students make pipe-cleaner figures demonstrating various types of activities which are examples of people who are not mentally or physically "frozen." Set up a display area for these figures along with words on cards describing the physical activity they represent.

MATERIALS



Colored pipe cleaners
5"x7" cards
Marking pen

PROCESS OF AGING

I

EYES SEE YOU

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students will learn that eyesight changes throughout life and that eye care can preserve sight.

TIME: One class period

PROCEDURE

Discuss eyesight with these questions and others of your own:

What is sight?
Can a baby see as well as you can see?
What can you see better than many older adults can see? Why?
Are there things that grown-ups can see better than you can see? Why?
Why do some people wear glasses occasionally and others wear them all of the time?

Discuss ways to preserve eyesight.

Have the school nurse discuss nutrition and playground safety as they relate and contribute to the care of eyes. Describe simply how the eye functions.

MATERIALS

Invite the school nurse to discuss eye care.
Eye glasses
Magnifying glass

PROCESS OF AGING

I

FAMILY FACTS

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Each student will learn how to better handle changes in family relationships.

TIME: One class period

MATERIALS

Finger puppet materials such as old gloves, paper, crayons, glue, sequins, glitter, yarn, marker pens.

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PROCEDURE

Introduce the following situations by discussing how each involves changes in a family's living. Then, have students talk about other situations which cause family changes.

—New baby brother or sister is born;
—Parent changes jobs or is temporarily not working;
—Your family moves;
—A grandparent comes to your home for a visit;
—A grandparent comes to live at your home;
—Your brother or sister is ill.

Have students make finger puppets of various characters such as a baby, someone their own age, parent, and older adult. Then, they can act out one of the above situations or one of their own in groups of 2–4, where they take turns. Afterward, volunteers can share a role-play with the class.

PROCESS OF AGING

I

HAPPINESS IS A FRIEND

GOAL

Learn that aging is individual.

OBJECTIVE

Each student will learn that friendship is an ongoing process throughout life.

TIME: Two class periods

MATERIALS

3 - 4 magazine pictures
Newsprint
Crayons
Chart paper and marking pen

PROCEDURE

First Day:

Show pictures of older and younger people enjoying being together. Talk about what is happening in each picture.

Next, have students draw a picture that shows an activity where they and an older person are enjoying doing something together.

Second Day:

Have students talk together about their pictures. What are the people doing? Why are they having so much fun? As they talk, make a chart of words used by students that expresses their enjoyment in the activity. When completed, display the pictures and word chart on a bulletin board.

PROCESS OF AGING

I

HAVE A HEART

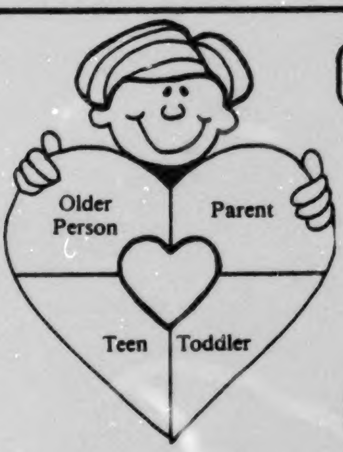
GOAL

Learn that aging is individual.

OBJECTIVE

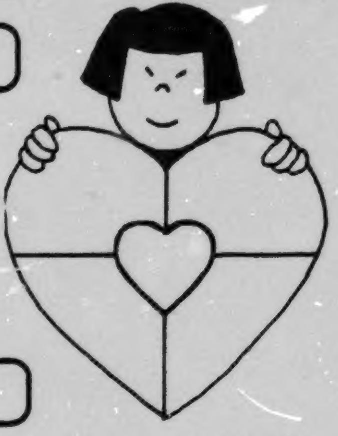
Each student will become aware of various ways people at many age levels spend their time with someone who is 7, 8, or 9 years old.

TIME: One class period



MATERIALS

Construction paper and crayons.
Scissors



PROCEDURE

Have students discuss ways they enjoy spending time with people of different ages.

Have each child make a large heart such as is shown here. (Or, the teacher may wish to make copies of it with words printed on it.) Have students understand that they are to draw pictures in each section of the heart depicting an activity they enjoy doing with someone of the age designated. Have them write the person's name in the section, if they are able to do so. Discuss the terms to be sure each understands.

Ask each to share one drawing, upon completion.

End with asking each child to respond to the following question:

"If you could take a trip anywhere, where would you go and who would you like to take with you?"

PROCESS OF AGING

I

HOBBY KNOW-HOW

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students will be more aware of what hobbies are and how to start one.

TIME: One class period

PROCEDURE

Discuss the meaning and importance of hobbies. Why do people of all ages enjoy planting gardens, making models, collecting things, playing musical instruments, swimming, etc.?

Point out that both old and young can have fun at hobbies, and that some hobbies have to be practiced or developed.

Have one or two guests explain their hobbies and how they developed them. Afterward, let students ask questions. If students have developed hobbies, let them share them at this time.

MATERIALS

Invite 1 or 2 older persons to share hobbies with students.

PROCESS OF AGING

I

HOUSE CALL

GOAL

Learn that aging is individual.

OBJECTIVE

Each student will learn that some older people have similar items compared to what students have in their homes, and some have very different items.

TIME: One class period

PROCEDURE

Discuss whether students have retired or elderly neighbors. Where do these people live? Are they on the same street, around the corner, down the block, across the street? Have any students gone to visit older neighbors?

Discuss visiting grandparents. Where do they live? In the same house? In a city? On a farm?

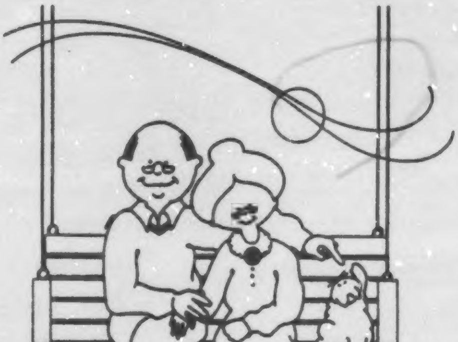
Talk about what older friends and relatives have in their homes that are similar to what students have. What are different?

Have students draw a picture of a grandparent's house or older friend's house showing one thing that is different and one that is similar or the same as something they have.

Afterward, display and ask children to tell about their drawings.

MATERIALS

Drawing paper and crayons



PROCESS OF AGING

I

INNER-VIEW INTERVIEW

GOAL

Learn about biological changes in the process of aging

OBJECTIVE

Students will recognize that even though people age and change physically, they can still learn, play, and work.

TIME: Two class periods

MATERIALS

Invite an active older guest to class to be interviewed by the class.

Chart paper
Marking pens

PROCEDURE

First Day:
Work together with students to prepare a questionnaire chart for use in interviewing an older active person. What would they like to ask? How can they best word the questions?

Second Day:
Conduct interview of guest. Tape record it if possible so that students can listen to it again.

PROCESS OF AGING

I

LET'S FACE IT

GOAL

Assist children to learn that aging is individual.

OBJECTIVE

Students will recognize that people can show "age" through smiles, their skin, their hair, and in other ways.

TIME: One class period

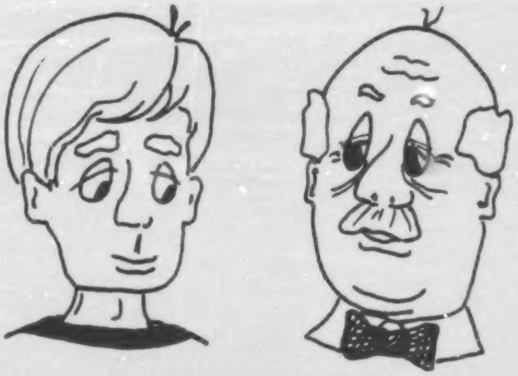
PROCEDURE

Discuss facial expressions of older relatives and friends. Point out that a smile and twinkle in the eye can be on the face of an older person as well as a younger one. People can have different color hair, or less hair, at all ages. Some illnesses can turn hair gray or straighten it or even make it fall out at an early age. Have students find a picture of an old and young person and explain how the expressions on the faces can have similarities and yet differences.

Have students then portray various expressions on their faces. When they look a certain way ask them to describe how they feel.

MATERIALS

Pictures from magazines
Scissors
Paper for bulletin board
Glue or paste



PROCESS OF AGING

I

OLD FAVORITES

GOAL

Distinguish between young and old.

OBJECTIVE

Students will become aware that some things have special meaning and cannot easily be replaced because of the memories they hold.

TIME: One class period

PROCEDURE

On the day preceding this activity, have a discussion with students about keepsakes which you have brought to share and which are meaningful to you—a photo of a family member or a gift which you have kept for years, etc. Then, plan a "Keepsake Day" where each student can bring in one thing to share and to explain why it has special meaning.

MATERIALS

Keepsake to share with class.

PROCESS OF AGING

I

PHOTO FUN

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Through photos and discussion, students will learn that aging is a continual, on-going process.

TIME: One or two class periods

MATERIALS

Survey questionnaire to be sent home and returned prior to lesson.

Photos
Measuring tape and chart
String

PROCEDURE

Before lesson:
Have students bring in 2-3 photos of themselves from birth to the present time. Also, have them return a simple questionnaire with the following information:

Date of birth:______________________
Location of birth:___________________
Weight and length at birth:_______________

On day of lesson:
Pass out pictures. Allow time for children to look at one another's photos. Discuss ways they have changed over the years. What about them has stayed the same? Talk about how they might change in two more years.

Pass out completed survey questionnaires. Discuss each item. Measure height of each child. Compare to length at birth. Have them figure out how much they have grown. Using a string, mark their birth length with a knot and their present height with another knot.

PROCESS OF AGING

I

PICTURE PERFECT

GOAL

Distinguish between young and old.

OBJECTIVE

Each student will be able to explain that aging is a process that begins at birth.

TIME: One class period

MATERIALS

Old magazines and newspapers that have pictures of people.
Scissors
Paper
Paste

PROCEDURE

How do people look different as they grow older—babies, children their own age, bigger boys and girls, grown-ups such as their parents, and grown-ups such as grandparents?

Spread out an array of magazine and newspaper pictures of people. Have students take turns putting various pictures in order from youngest to oldest and explain how they were able to tell who was younger and who was older.

Ask each to find and cut out pictures of people of different ages and place them into a large box. Have each student then select any four pictures from the box and paste them in sequence from youngest to oldest onto a sheet of paper. Display everyone's pictures.

PROCESS OF AGING

I

POSITIVE PEOPLE

GOAL

Assist children to learn that aging is individual.

OBJECTIVE

Students will learn that self-esteem is important and influences thinking and action throughout life.

TIME: One class period

MATERIALS

Paper
Pencils

PROCEDURE

To help children see how we change as we age, ask the question:

How do you think you will change in the next two years?

After the discussion, have each complete the following sentence stems in thinking about two years from now:

I want to know ____________________________
I want to learn ____________________________
I would like to be _________________________
I will be good at __________________________
I will be able to help my ____________________

After writing, ask volunteers to share their responses.

Discuss why it is important to think you can do things well. Why is it important to try? Why is it important not to give up? Do you think these are important values for people at every age? Why? What might happen if your parents thought they could not cook or drive a car or take care of your home?

PROCESS OF AGING

SHAPE UP

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students will be able to explain that people of all ages can enjoy some forms of physical activity.

TIME: One class period

PROCEDURE

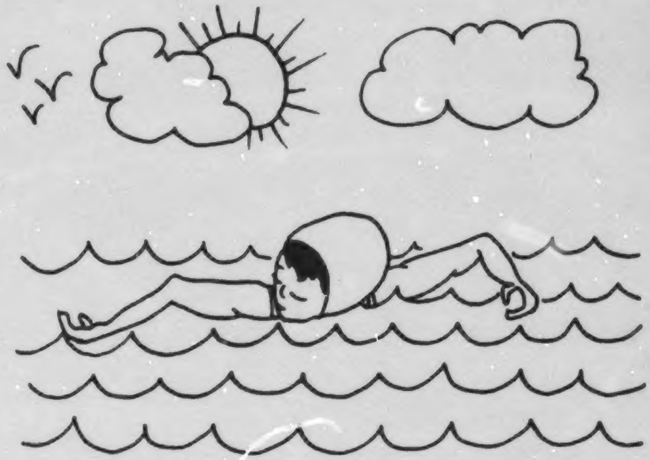
Before Day of Lesson:
Have students find one article or picture about a person, young or old, who is enjoying some form of physical activity.

On Day of Lesson:
Discuss the importance of good exercise. What can each student do that he or she could not do three years ago? Talk about athletes, who practice and exercise to develop their muscles and their skills.

Ask students to share their pictures or articles about people involved in physical activities. Display on a bulletin board afterward.

MATERIALS

Bulletin board to display articles or pictures.



PROCESS OF AGING

"RIBBIT"—LIVE IT

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Each student will learn about biological changes by observing the life cycle of a frog.

TIME: A series of class periods

PROCEDURE

Discuss tadpoles while students observe them: size, color, how fast they swim, and other points of interest.

Following the observation and discussion, show students pictures of the life cycle of a frog. On a large calendar, keep track of the time needed for changes to occur in the maturation of class's tadpoles.

Have students keep a chart and booklet of illustrations about the life cycle of frogs as an ongoing project.

Discuss ways people change as they grow. Do infants look like kindergarteners? Do kindergarteners look like teenagers? Do teenagers look like grandparents? Begin to help students see that change is part of all life—frog, birds, animals, people.

MATERIALS

Books explaining life cycle of frog.
Live tadpoles.
Paper, crayons.
Calendar.

PROCESS OF AGING

I

A SNAPSHOT IN TIME

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Each student will learn about biological changes and how they are a part of the life-cycle.

TIME: One class period

MATERIALS

Arrange for a guest speaker who is known by children such as the school principal, a student teacher, aide, etc.

Other pictures representing a variety of ages of people reflecting disabled conditions and vigorous health.

PROCEDURE

Begin discussion by talking to students about pictures of people at a variety of ages including ones reflecting disabled conditions and those having vigorous health. Ask students which is the baby, toddler, school-age child, teen, adult. Ask what stays the same as people grow older. Ask what changes.

Next, have the school principal or someone with whom all children are familiar bring in a sequence of photos from being very young, the current age of the students, older ages, and a recent picture. Have children view the photos and then discuss how the person has changed. The person can tell stories about various times which relate to the pictures, and can answer questions students ask.

PROCESS OF AGING

I

SOLVE IT SENSIBLY

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students will learn that there are alternative ways to deal with problems.

TIME: One class period

MATERIALS

Pictures of children in different problem situations.
Construction paper and crayons.

PROCEDURE

"What would you do . . .?" Ask students to respond to that question-stem about each picture, encouraging them to share a variety of ways to help with problems that are depicted.

Discuss possible situations which might occur with students:

- —You want to play with a friend, but he or she busy. What can you do?
- —Your television is broken and you want to watch a special program. What else can you do?
- —You want to go to the park for a picnic and it begins to rain. What else can you do?

Have each student choose one of the examples, or one of his or her own, and write and illustrate a short story about a creative, interesting way of helping with a problem. Compile into a booklet or display individually.

PROCESS OF AGING

I

VERY IMPORTANT CHOICES

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Students will become aware of the importance of correct diet for growth and good health.

TIME: One class period

MATERIALS

Social studies book or other books which show pictures of people from around the world.

PROCEDURE

Show pictures of people from various places in the world and how poor health can occur from having an incorrect balance of food, not enough food, or poor quality food.

Talk about what is necessary for a balanced diet and then discuss what a balanced meal might be for a child in another country.

Discuss reasons why people in America and in other countries sometimes do not have a nutritious diet. Help students realize that it is not always because they do not have proper food available; it sometimes is due to not knowing what consitutes proper nutrition or not choosing to eat nutritious foods.

PROCESS OF AGING, LEVEL II — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Am I Myself	X		X						X	
	Careers For All Ages		X	X						X	
	Cinderella Revisited			X				X			
	Difficult Decisions			X	X						X
	Environmental Differences		X					X	X		
	The Eyes Have It		X	X					X		
	Fuel For Your Future		X						X		X
	Fun With Friends			X							
	Gloss Floss		X								
	His-Story My-Story			X						X	X
	Hit The Travel Trail			X	X					X	
	Hobby Happiness			X							
	Imagination Unlimited		X	X							X
	Keeping Your Battery Charged		X				X			X	
	Open-Ended Ideas		X	X			X				
	Pace Your Plant		X		X				X		
	Seeing Is Believing			X						X	
	S M I L E !		X	X					X		
	Taste And Time		X	X					X		
	Time Line Of My Life			X	X					X	
	Truth In Advertising?			X							
	What You See Is What You Get		X	X					X		
	A Wrinkle In Time			X				X	X		
	Write On!			X						X	X
	Yesterday, Today, and Tomorrow	X		X						X	

Copy this for your record-keeping purposes.

PROCESS OF AGING

II

CAREERS FOR ALL AGES

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students will learn how work can be part of life for a person over age 60 in American society.

TIME: Two class periods

PROCEDURE

FIRST DAY:

Have students define "occupation" and "career." What is a second career? Is it common? Why do people start a second career? How does one retrain? What is the difference between chronological age and functional age?

Have all students research a career that interests them to find out what preparation it entails and if people who are past 60 years of age can generally maintain it. Discussion follows.

SECOND DAY:

Have a guest who is an older adult talk to the class about careers he or she had had, changes made, retraining necessary, reasons for changes, and challenges presented. Allow for student questions following presentation.

MATERIALS

Paper, pen/pencil

Books about occupations

Invite an older person who has had more than one occupation or career talk about them to students on second day.

PROCESS OF AGING

II

FUEL FOR YOUR FUTURE

GOAL

Learn that aging is individual.

OBJECTIVE

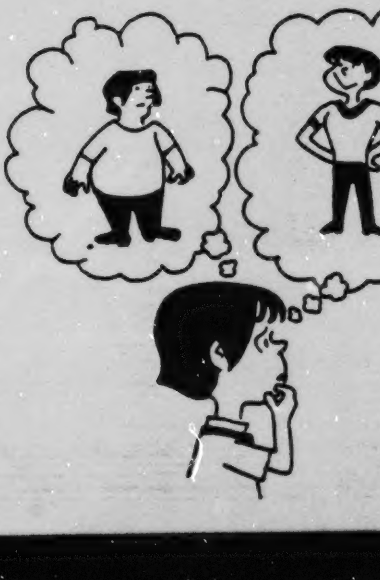
Students will be able to explain why nutrition is of vital importance to lifetime health.

TIME: Two class periods

MATERIALS

Paper

Pens/pencils



PROCEDURE

First Day:

On a piece of paper, ask students to list ten foods that they like to eat.

After that is completed, have them place the foods into the following categories:

fruits • vegetables • grains • dairy products •
meat-fish-fowl • "junk foods"

Discuss the following questions:

- If you ate these foods every day, how might you look in ten years?
- What does this say about your list?
- What does this say about eating only foods you especially like?
- If an older person ate these foods every day for ten years, how would this affect his or her health. . .positively? . . .negatively?

Second Day:

Have students form groups of 2's and make up a nutritious daily meal plan. When finished, have them discuss their plans and what they have learned from the experiences.

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PROCESS OF AGING

II

TIME LINE OF MY LIFE

GOAL

Distinguish between young and old.

OBJECTIVE

Students will develop awareness that there are stages of human growth and development.

TIME: Two or more class periods.

PROCEDURE

First Day:

Begin by having students talk about their own stages of growth and development such as being born, learning to walk, talk, read, and so forth.

Next, give students the following questionnaire to use for developing their own "Time Line of My Life:"

> List as many of the following as you can on your own time line—
>
> Significant dates such as birth, birth of brothers and sisters, getting a pet, family changes, etc.;
> Important moves, trips, vacations;
> School or schools attended along with length of stay;
> Age you started walking, talking, riding a bike, etc.
> Significant historical dates during your life such as who was president at different times and world, national, and local events of importance;
> Photos of yourself at various stages of life.

Second Day:

Allow students to share some significant parts of their timeline.

Display projects if students are willing.

MATERIALS

Prepare and duplicate questionnaire—see procedure.

Paper
Pens/pencils/markers

PROCESS OF AGING

II

THE EYES HAVE IT

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Students can explain that eyes change as people age, and sometimes vision problems occur in older age which are not present in youth.

TIME: Two class periods

MATERIALS

Invite an eye doctor to talk with students.

Reference materials about the eye.

Paper
Pens/pencils

PROCEDURE

First Day:

Prior to the eye doctor's visit, have students research what they can learn about eye care, eye diseases, and corrective procedures that help people see better such as surgery and corrective lenses.

Second Day:

Have an eye doctor talk with students about the eye, its functions, what happens when eye diseases occur, how the eye changes as it grows older, and what students can do now to take care of their eyes. Allow time for questions.

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PROCESS OF AGING

II

OPEN-ENDED IDEAS

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students will develop awareness that being open to new ideas lies within one's own ability and can be learned.

TIME:

PROCEDURE

Display large charts with the following headings, one per chart.

How can someone learn how to get along?
How can someone learn how to have fun?
How can someone become more physically fit?
How can someone learn how to help a person who is feeling bad?
How can someone learn how to be kind to other people?
How can someone learn how to change?

Form six small groups with a leader and recorder for each. Give each group five minutes to think of one idea for their chart and record it. Have each group then move to each chart, in five minute intervals, placing one more suggestion on each that is different from what is already listed. When they get back to the chart where they originally began, have the leaders each take turns sharing with the entire class suggestions that were given.

Then, ask how these ideas can help develop a healthy mind? Do students know people of all ages who are able to demonstrate some of these characteristics? In what ways?

Following this activity, have charts recopied neatly and displayed in the classroom.

MATERIALS

Prepare charts with headings for group work.
Marking pens

PROCESS OF AGING

II

HIS-STORY MY-STORY

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students will develop awareness that birth and death are normal processes, but how one lives life is a personal decision.

TIME: Two class periods plus preparation.

PROCEDURE

Before First Lesson:
Have students go to the library and locate books about significant historical persons. Have each write something about a person's life and contributions he or she made.

First Day:
Have students discuss the person they researched, sharing pictures and when and where the person lived.

Before Second Lesson:
If you had a book or an article written about yourself after your death, what would you like it to say? How long would you like to live? What kinds of careers and notable achievements would you like to have had made? Would you have been well-known and why? Who will remember you the most? Will anything unusual happen to you in your life? Encourage their imagination.

Have students write about what might be said.

Second Day:
Have students form small groups and share their stories. Make a booklet containing all of the students' work after it has been carefully rewritten.

MATERIALS

Paper
Pens/pencils

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PROCESS OF AGING

II

AM I MYSELF?

GOAL

Learn that aging is individual.

OBJECTIVE

Students will be able to explain that they are each unique and because of that, they age in a unique way.

TIME: One class period

MATERIALS

Construction paper
Pencils/pens/markers
Scissors

PROCEDURE

Give each student a sheet of construction paper to design a personal badge that contains the following information: birthdate, favorite color, favorite food, favorite sport, favorite game.

When they finish, let them go to one another to try to find one classmate who has answered the questions exactly the same way. If they can't find someone, see if they can find someone with just one thing different—two things, etc. until all are matched up with a partner. Then, have each pair list 5 other things that they have in common and 5 other things that are different. Afterward, discuss similarities and differences including the following:

- When people think differently about something, is one completely right and the other completely wrong? Explain.
- Give examples of when two people who think differently could both be right.

PROCESS OF AGING

II

PACE YOUR PLANT

GOAL

Distinguish between young and old.

OBJECTIVE

Students will be able to explain why plants grow and change during their lives.

TIME: 4 class periods with other brief times to check plant growth.

PROCEDURE

First Day:
Take a nature walk to view varieties of plant life. Ask students to be on the lookout for young plants, older plants, and dying or dead plants. Examine plants as students notice them. Talk about their color, size, texture, location, and other points of interest. (If a nature walk is not possible, begin by discussing plants gathered from various sources.)

Other Days:
Examine seed packages. Discuss what directions tell about the type of soil, amount of water and light, how to plant the seed, etc. Have students plant several seeds of different types. Divide the class into groups of 3 - 4 students each to keep track of experiments. Have them note how soil, water, light, and attention affect plant growth. Have them list information as the experiments grow and change—date plants break ground, amount of food and water given weekly, etc.

Encourage students to read available books and reference materials about plants during this study.

MATERIALS

Gather plants needed for introductory experience if you cannot go on a nature walk.

Library books and reference materials about plants.

Seeds, dirt, pots/containers, water, plant food.

PROCESS OF AGING

II

ENVIRONMENTAL DIFFERENCES

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Students will learn that different environments produce different forms of life which change as they age.

TIME: Two or three class periods

PROCEDURE

Study types of plant and animal life which can survive in a classroom climate. Discuss what is necessary for plant survival in a classroom setting. Talk about other environments. List something that survives well in each environment mentioned. Are there plants that cannot survive in each? Name some.

Use current U.S. weather maps to determine the types of animals and plants that can best survive in the various climates around the country.

Have students research the following questions:
—How have people around the world adapted to extreme environments?
—Do physical appearances differ?
—What differences are there in foods eaten in different environments?
—What special problems could older persons have in different environments?

MATERIALS

U.S. weather maps from newspapers.

Reference materials on plant life, animal life, and world climates.

Paper
Pens/pencils

PROCESS OF AGING

II

SMILE!

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Students can explain that developing and practicing good health habits are major factors in one's well-being as one grows older.

TIME: Two class periods

PROCEDURE

First Day:
Have students examine reference materials on teeth and gum care. Do many people lose their teeth because of not caring for them? What are the chances of keeping one's teeth throughout life? Have students prepare questions to ask the dentist.

Second Day:
Have a dentist talk about long-range reasons to care for teeth each day. Allow time for questions.

MATERIALS

Invite a dentist to class to stress preventive ways to maintain healthy teeth and gums.

Chart paper
Marking pen

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PROCESS OF AGING

II

KEEPING YOUR BATTERY CHARGED

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Students will give examples of people who are active, learning that each person ages in an individual manner and rate.

TIME: Two class periods

PROCEDURE

First Day:
Using reference materials, have students find out about one active older person and write a brief report about her or him. Work in groups of two students.

Second Day:
Have students share reports. How is each person active? What did they learn about the person? Was he or she always an active person?

Discuss how each of the following affects people—food, exercise, hobbies, work.

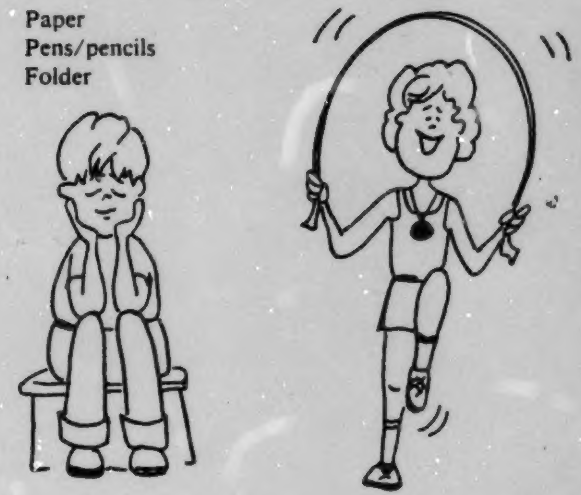
Compare the human body to an automobile. What happens if a person fills it with the wrong type of fuel? What happens to the battery if the car is not driven for a long time?

Place students reports into a folder for class reference.

MATERIALS

Research materials on active older people

Paper
Pens/pencils
Folder



PROCESS OF AGING

II

CINDERELLA REVISITED

GOAL

Distinguish between young and old.

OBJECTIVE

Students will be aware of their own creativity and discover more options for portraying persons of various ages.

TIME: Two class periods plus preparation time.

MATERIALS

Myths and fairy tales
Paper
Pens/pencils

PROCEDURE

Before First Lesson:
Group students to read a myth or fairy tale and analyze it with regard to its treatment of young and older persons. Have them answer the following questions:

- Where and when is the setting of the story?
- What seems to be the approximate age of each character?
- Describe how each character is portrayed.
- Who is the most interesting to you and why?

First Day:
Have a class discusion about what students learned from their thoughtful analysis of a myth or fairy tale.

Before Second Lesson:
Have the same groups change the age of one important character by 20 years in the myth of fairy tale they read, making the person either younger or older, and create a new story.

Second Day:
Have each group act out or share aloud their new version. Discuss whether or not they created stereotypes.

PROCESS OF AGING

II

TASTE AND TIME

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Students will better understand that taste buds are not replenished as rapidly in older people as they are in younger people.

TIME: Two class periods

MATERIALS

Questions for each student as explained in the "Procedure" section.

PROCEDURE

First Day:

Talk about foods children like. Have they learned to like different foods from when they were young? People as they age generally develop duller sense reactions to foods because taste buds have been lost. Have students who are able to do so talk with someone older to find out reactions to the following questions:

Do you have a particularly favorite food? What is it?
Has your taste for foods changed over the years? In what ways?
Does food taste as good to you as it used to taste?
Do you have any foods which cause you problems or which you cannot eat?

Second Day: (Several days later)

After students have returned the questionnaires, discuss what they found out. Have them tally the information. Afterward, discuss what they learned and also discuss a few reasons why research such as what they did might be inconclusive:

1. They used a small sample of people from the same area;
2. It does not tell the ages of people who were interviewed;
3. It was not the same person who asked questions to all and so the questions might not have been asked in the same manner to everyone.

This type of study is still interesting and does provide some information.

PROCESS OF AGING

II

DIFFICULT DECISIONS

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students will be able to explain that saving money to buy something takes planning and decision-making skills and needs to be learned for all stages of life.

TIME: One or two class periods

MATERIALS

Newspaper and magazine ads of toys
Play money

$3.95
SPACE GAME
SPACE GAME
SPACE GAME

PROCEDURE

Discuss advertising by choosing one toy ad per student. How does the ad try to make the toy look very special? How much does it cost? What could you do to save to buy it? Using play money, let each student count out the amount the toy will cost.

Have each student paste the ad onto paper, and draw the exact amount of money needed to buy the toy. Have each write how he or she would earn the money to buy the toy and how much time it would take to do so.

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PROCESS OF AGING

II

TIME: Three class periods

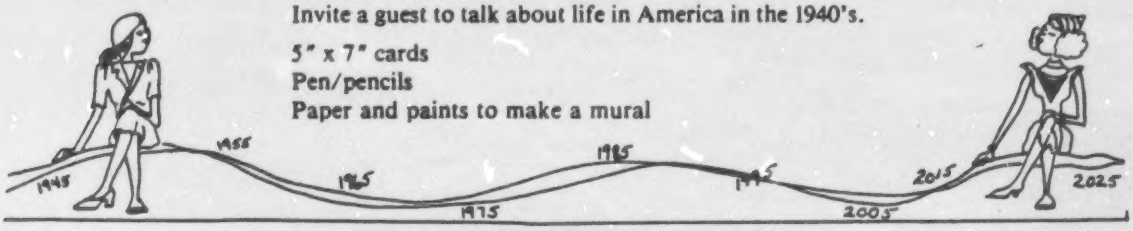
YESTERDAY, TODAY, AND TOMORROW

GOAL	OBJECTIVE
Learn that aging is individual.	Students will develop awarness that life continually changes, and that it is important to be able to adjust to those changes.

MATERIALS

Invite a guest to talk about life in America in the 1940's.

5" x 7" cards
Pen/pencils
Paper and paints to make a mural



PROCEDURE

First Day:
Invite a guest to discuss the way life was in the 1940's. Who was President of the United States? What was the dress style? How did people spend their free time? How did they travel? Then, have students write two information cards about the 1940's. Place them onto a bulletin board, using one half of it.

Second Day:
Brainstorm what life will be like in 2025. Talk about travel, food, hobbies, clothing, types of housing, energy, and so forth. Have students write two information cards about 2025. Place onto the other half of the bulletin board.

Third Day:
Discuss changes from 1940 to the present and how the students came up with their projections for 2025. Talk about how change affects each person as an indidivual. Discuss why being flexible and open to change is important. What happens when people don't handle change well? Have students create a mural about life from the 1940's through 2025.

PROCESS OF AGING

II

TIME: One class period plus follow-up

WRITE ON!

GOAL	OBJECTIVE
Learn that aging is individual.	Students will be aware of individual differences of older persons through letter-writing.

PROCEDURE

After skills of penmanship and letter writing have been taught or reviewed, have students write a letter to older persons who are interested in corresponding with students. Have them tell some things about themselves and politely inquire about the older person. Encourage good spelling, sentence structure, and penmanship.

Send letters to older persons. This can hopefully continue as an ongoing activity.

MATERIALS

Locate older adults who are interested in being penpals with students, through a senior center, retirement home, or other source.

Stationery
Pens/pencils

PROCESS OF AGING

II

IMAGINATION UNLIMITED

GOAL

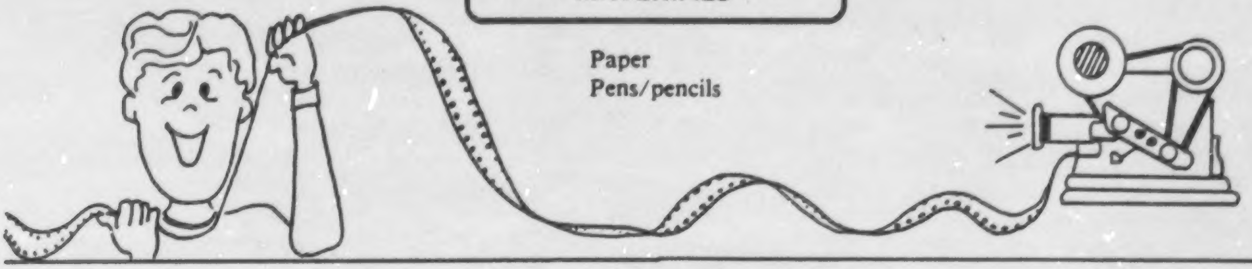
Distinguish between young and old.

OBJECTIVE

Students will be able to explain that their own ideas influence them about what it will be like to grow older.

TIME: Two class periods

MATERIALS



Paper
Pens/pencils

PROCEDURE

Note to teacher: Prepare visualization activity carefully prior to lesson.

First Day:
Visualization: Have students close their eyes and pretend to be playing with someone. Give them a moment of quiet. Have them open their eyes and invite a few to share what they experienced. Do again, asking them to picture eating a favorite food. Again, invite a few to share.

With this special "movie camera" inside of them, they can pretend that they are taking a trip into the future. Instead of being their own age, have them pretend they are 15 years old. Ask them to close their eyes and to try to picture themselves. What do they look like? Where are they? What are they doing? Who are they with? Give them a few minutes and then have them "rewind the movie" to today and feel that they are their own age again. Have them jot down three or four words or phrases about their impressions so that they do not forget their impressions. Repeat one more time for another age that is older, perhaps age 30. Have them again write. Afterward, discuss what they wrote and how they saw themselves change. Collect papers for use the next lesson.

Second Day:
Return papers. Initiate a discussion about what affected their ideas about getting older. Did some students have very different ideas from others? Talk about physical activity, health, outlook on life, sense of humor, interest in people, and other factors.

PROCESS OF AGING

II

HIT THE TRAVEL TRAIL

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Students can explain that old and young alike can travel and learn from one another.

TIME: Two class periods

PROCEDURE

First Day:
After a holiday or vacation, ask students to share if they visited somewhere away from home, or to choose a place where they would like to travel. Pinpoint locations on a large map.

They then are to calculate the following:
How many miles is it from home to this place?
. . .Number of miles round-trip?
. . .Number of kilometers?
How much gasoline would it take to travel there and back in the family car in gallons and in liters?
Name the states (or cities) traveled through to get there and back.
What other means of transportation could be taken? Would costs be more or less?

Second Day:
Have an older adult come and share about a trip he or she took which would interest students. Ask the person to relate cost of gasoline, travel time, distance, states traveled through, etc. What has this person noticed about traveling over the years of his or her life? How is it different? Allow time for questions. Determine similarities and differences between the guest and the students related to traveling.

MATERIALS

Invite an older person to come and discuss a trip.

Pictures and postcards
Maps

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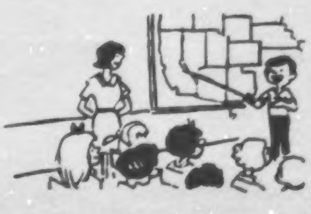


PROCESS OF AGING

II

GLOSS FLOSS

GOAL

Understand the need for everyone, young and old, to plan for all stages of growing older.

OBJECTIVE

Each student will learn that, as a general rule, it takes effort, good eating habits, and ongoing visits to the dentist to keep one's teeth in good condition.

TIME: One class period

MATERIALS

Invite a dentist or school nurse to talk with students.

Dental floss.
Models of teeth.
Toothbrush.
Toothpaste.

PROCEDURE

Discuss care of teeth and gums. Have the school nurse or a dentist come to the class and explain the correct way to brush and floss teeth, using a model to illustrate brushing and flossing techniques. Have the person also discuss the importance of eating properly, of getting regular dental check-ups, and why people of all ages can have good teeth and bad teeth. Talk about how dentistry has grown and changed over the years. What are false teeth? Do many people have them? Why or why not? Contrast urban and rural dental care.

Have each student follow up by making a plan for taking daily care of his or her teeth by drawing up a brushing, flossing, and dental check-up chart to use at home.

PROCESS OF AGING

II

FUN WITH FRIENDS

GOAL

Learn that aging is individual.

OBJECTIVE

Each student will learn that friendship is an ongoing "gift" of giving and receiving throughout life.

TIME: One class period

MATERIALS

None

PROCEDURE

To help children understand that gift-giving is a sign of love and friendship, begin by playing Charades. Ask each to think of a special gift received from an older friend or relative. As each acts it out, the others try to guess what was received. Switch after several have had turns. Have them think of something given to someone older that was special and act that out while others try to guess.

- —Why do you get excited when you are giving a special gift? Why do you get excited when you receive a gift?
- —If gifts don't have to cost money, what do they "cost"? (Thought, care, time, love, talent, etc.)

How are you a good friend to someone else? How do you make a friend? How can an elderly person make a new friend if a friend or loved one moves away or dies?

PROCESS OF AGING

II

HOBBY HAPPINESS

GOAL

Understand need for everyone to plan for all stages of growing older.

OBJECTIVE

Students will learn that planning is needed to begin a hobby, that it can grow and change, and that new ones can emerge throughout life.

TIME: Two class periods

PROCEDURE

First Day:

Have students discuss their hobbies and explain:

- How their interests have grown;
- Time they spend;
- How they began;
- Cost to maintain hobbies;
- Could someone older enjoy their hobbies?

Write out on chart paper necessary steps for starting hobbies such as stamp collecting, gardening, playing a musical instrument, etc.

Second Day:

Invite 3-4 older adults to talk with class about their hobbies. Have them respond to above same points. Allow time for students and older adults to talk together.

Extension:

Have a Seniors-Students Hobby Day.

MATERIALS

Have students bring examples of a hobby to class.

Chart paper and felt pen

Invite 3-4 older adults to talk about their hobbies and display them.

PROCESS OF AGING

II

SEEING IS BELIEVING

GOAL

Assist children to learn that aging is individual.

OBJECTIVE

Each student will learn that the visual media has a great impact on developing ways of perceiving youth and older people.

TIME: Two class periods

PROCEDURE

First Day:

Discuss: What television programs did you watch this past week? Do you believe that any made a great impact on your life? What was the impact, if there was one? How can you watch television so that it becomes a learning experience?

Have students view a video-taped television program (or one selected from a current program schedule) where they think about the following:

- Does it include older and younger people?
- How do characters compare to "real people"?
- What are some positive and negative examples of character portrayals?
- How might an older person react to the program?
- Do you think older persons are more alike than you and your friends are alike, or more different? Explain.

Second Day:

Have someone older talk with students about the media and its impact.

MATERIALS

Paper, pen/pencil

PROCESS OF AGING

II

TRUTH IN ADVERTISING?

GOAL

Be able to distinguish between young and old.

OBJECTIVE

Each student will be more aware of ads which are pointed at people of various ages and of what gimmicks advertisers use to create appeal.

TIME: One class period

PROCEDURE

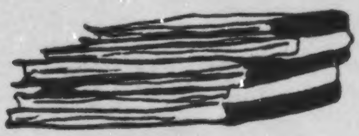
Using old magazines or catalogs, have students cut out pictures and glue them onto paper for each of three categories:

Things for Young Children	Things I Like	Things for Older People

Following this, have a discussion about which ads were the easiest to locate and why. What made something seem to be more suitable for younger people? Older people? What kinds of gimmicks do advertisers do to try to make their products appeal to people of various ages? Can ads create misimpressions? How do older people often appear in commercials?

MATERIALS

Catalogs and magazines
Newsprint or construction paper
Glue or paste



PROCESS OF AGING

II

WHAT YOU SEE IS WHAT YOU GET

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Students will each become more aware of how they will change as they go through life.

TIME: One class period

PROCEDURE

Tell students to imagine to be different ages and to think about the following questions. Respond on form.

	PRESENT AGE	AGE 21	AGE 40	AGE 60
How do you look?				
How have you changed?				
How do you feel?				
What do you like to eat?				
How is your hearing?				
What do you like to do for exercise?				

After filling in the chart, have students compare their ideas with one another. Then, discuss as a class. Have students note similarities, differences, stereotypes, positive and negative attitudes as they report.

MATERIALS

Paper, pen/pencil
Design a form for student use, but allow much more room for student writing.

A WRINKLE IN TIME

GOAL

Learn about biological changes in the process of aging.

OBJECTIVE

Students will learn causes for skin to change as people age.

TIME: One class period

MATERIALS

Books containing information on what occurs to skin as persons age.

Pictures of people from several cultures at various age levels.

PROCEDURE

Using a number of pictures arrayed around the room, have students, in groups or separately, estimate ages of those persons. Ask them for their reasons for choices. Do all societies consider wrinkles ugly?

Discuss skin and how it looks and feels on a tiny baby, on themselves, on a teenager, on a parent, and on an elderly adult.

Form small groups with children for them to do research on why skin changes as people age. Following are four possible questions to address:

- —What are age spots?
- —What causes skin to wrinkle?
- —What does too much exposure to sunlight do to the skin?
- —How can cigarette smoking be harmful to skin?

Discuss findings after research is completed.

AGING IN THE U.S. — LEVEL I

AGING IN THE UNITED STATES, LEVEL I — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Air Care		X	X						X	
	Challenge With Change			X						X	X
	Come "Onna" My House			X						X	X
	Cross-Age Interests		X	X						X	
	Face The Facts		X				X				
	Home Sweet Home		X	X						X	
	I Am Special	X		X						X	
	It's A Small World	X		X						X	
	Japan Culture Revisited			X						X	
	Junior Architects	X	X							X	
	Let's Celebrate	X				X				X	
	Love Abounds			X						X	
	Meet and Greet			X						X	
	Natural Beauty	X								X	
	Necessary Needs		X							X	
	Nutritious Eat-Ins		X	X						X	
	Pop Psychology		X	X							
	Response-Abilities	X		X						X	
	Senior Scenes			X	X					X	
	Sounds Of Life		X	X							
	Story Symbols	X						X		X	
	Thoughts Of Thanks	X								X	
	Totem Tales	X		X						X	
	Viva Life	X		X						X	
	Voting Privilege			X	X					X	

Copy this for your record-keeping purposes.

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AGING IN THE UNITED STATES

I

TOTEM TALES

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will be made aware that Native American Indians had many cultures because there were many tribes across the United States.

TIME: Two class periods

PROCEDURE

HISTORICAL PERSPECTIVE—NATIVE AMERICAN INDIANS

First Day:
Discuss the following with students:

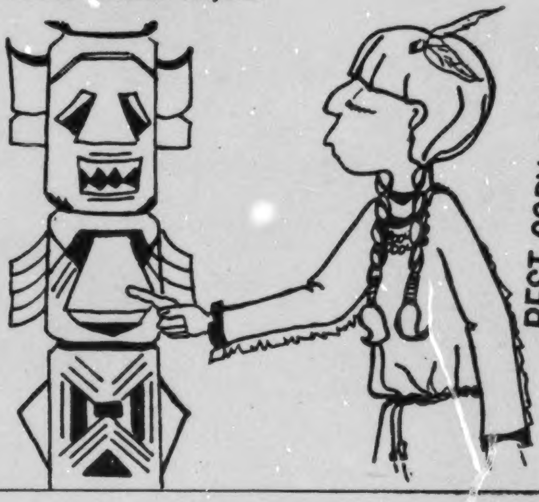
This nation was once populated by thousands of Indians of many tribes. They lived in many parts of the United States and each had its own culture and customs. The elderly men were the leaders of the tribes and were held in great respect. Families were close; they protected and defended one another.

Totem poles served as a way of recording Indian history and were a type of communication for the Northwest Indians. They carved figures into giant red cedar trees to represent people, birds, and sometimes imaginary creatures. Totem poles were also believed to be guardian spirits to help and protect families. They were often found outside the front door of the house. Have children make totem poles out of paper towel tubes using paints, markers, or crayons.

Second Day:
Have students place designs on their painted tube-totem poles that communicates something about themselves.

MATERIALS

Book on totem poles or Native American art
Paper towel tubes
Paints/markers/crayons



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AGING IN THE UNITED STATES

I

NATURAL BEAUTY

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will be made aware that Mexican people came to America to better their lives and had to confront many difficulties.

TIME: Two class periods

MATERIALS

Brown paper bags
Black felt-tip markers
Brown paint
Colorful paint or iridescent crayons
Scissors

PROCEDURE

HISTORICAL PERSPECTIVES—MEXICAN-AMERICANS

First Day:
Discuss the following background information with students using language they will understand:

Many Mexican-Americans live in California, Arizona, New Mexico, Texas, and Colorado. In the early 1900's the Mexican immigrants entered the United States because jobs were offered from agricultural developers. Many older Mexican adults remember those times. They were hard times because they didn't know English, they weren't familiar with American customs, they were poor, and most were not educated beyond elementary school. The elderly were loved, respected, considered wise, and a source of strength to children. Many extended families lived together. They like to decorate their homes with objects found in nature. Ask if students have any decorations in their home that are part of nature?

One art form that comes from Mexico is bark painting. Have children create a version of this by cutting a brown paper bag to the size they want. Wad the paper into a tight ball; then open it up and smooth it out as much as they can. Cover the paper with brown paint and let it dry.

Second Day:
Have students pencil in any design they like. Go over the design with colorful paints or iridescent crayons. When dry, have them outline with a black felt-tip marker. Decorate the classroom with their bark paintings.

AGING IN THE UNITED STATES

I

JAPAN CULTURE REVISITED

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will develop awareness about Japanese background and history.

TIME: One class period

MATERIALS

If possible, invite an older Japanese-American person to talk with students about life in the United States.

PROCEDURE

CURRENT PERSPECTIVES—JAPANESE-AMERICANS

Discuss the following with students in language that is clear to students' level:

Older Japanese persons in today's American society are sometimes referred to as the "Quiet Americans" because they overcame many hardships—language, customs, working situations, etc. The young Japanese-American respects the older people and are concerned about their welfare. Family ties are close. Extended families are common even today. The older person is considered wise, tolerant, patient, and strong. They continue their customs and traditions in the home to some degree, but most of the young are so "Americanized" that the older generation finds this a difficult task.

If possible, invite an older Japanese person to class to talk about life in America and life in Japan. Perhaps, he or she could dress in traditional Japanese clothing or bring something to show students. Japanese spirit is reflected in their art, music, and clothing.

AGING IN THE UNITED STATES

I

VOTING PRIVILEGE

GOAL

Study the elderly in the United States.

OBJECTIVE

Students will develop awareness of the voting process, that the elderly stay active, and that their votes have power.

TIME: One class period

PROCEDURE

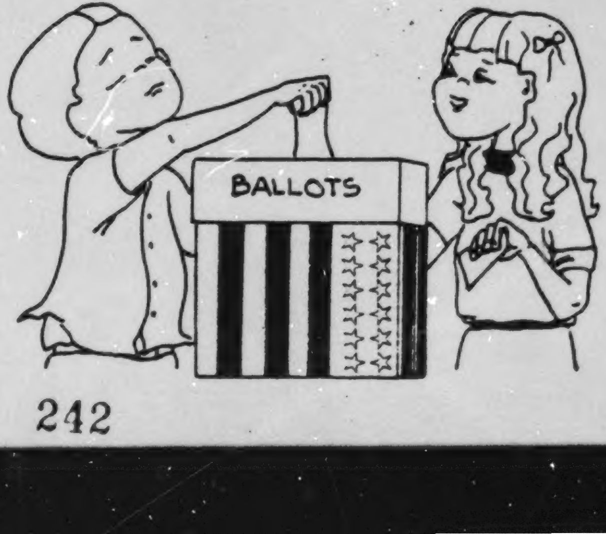
Ask students to name the President of the United States. Discuss that he had to be voted upon to get to be president. Also, talk about the fact that older Americans are taking a very active role in politics. They are more likely to be politically active and to vote than are younger people.

To help students understand what voting is about, plan for them to vote on an activity or rule within the classroom. Only permit voting on situations where you can live with either outcome. Provide ballots for them to mark and a quiet area of the room to do so. Have them deposit ballots into a box after marking them. Count ballots and determine the majority of votes. Act upon the decision voted upon by students.

Talk again about the importance of voting and how many decisions are made through this process. What would have happened in your classroom if some students did not vote? Just as it helps make class decisions, it is used to determine important decisions in cities, states, the United States, and in many parts of the world.

MATERIALS

Picture of President of the United States
Classroom voting ballots and box
Pencils



AGING IN THE UNITED STATES

I

POP PSYCHOLOGY

GOAL

Study the elderly in the United States.

OBJECTIVE

Students will develop awareness that dental health, dental education and dental care need to continue throughout life.

TIME: One class period

MATERIALS

None necessary. Ads for chewing gum would help students be more aware of the claims of advertisers, however.

PROCEDURE

During a study of dental health, discuss with students the process of losing baby teeth and getting permanent teeth. This is a topic which can lead to the reasons for good dental care. Talk about why people get braces and retainers. Tell students about the Wrigley Chewing Gum Company who introduced a gum called "Freedent" which was advertised to be for those who wore dentures (discuss term) and for those who have retainers and braces as it does not stick to teeth or braces. The ad related to more than one generation through their advertising.

Discuss the many types of chewing gums that are on the market and put them into categories of whether or not they contain sugar or are sugarless and whether they are bubble gum or are regular gum. Discuss the good and bad points of the different types of gum.

AGING IN THE UNITED STATES

I

CROSS-AGE INTERESTS

GOAL

Study the elderly in the United States.

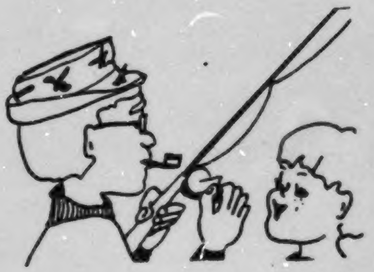
OBJECTIVE

Students will develop awareness that people of various ages can enjoy many of the same activities.

TIME: One class period

MATERIALS

Magazines with pictures of people



PROCEDURE

Talk about the meaning of the words "Pediatrics" and "Gerontology."

(Pediatrics is the branch of medicine dealing with the care and treatment of children. Gerontology is the science that studies people who are growing older and the special issues of the aged person. It comes from the Greek word, "Geronto" which means "old age".)

Next, have students look at pictures of people in magazines. What are the persons doing and what age persons would probably enjoy each activity? For instance, if a person is cooking, students can tell who likes to cook in their home. Children will become more aware of the frequent times when people of many ages can blend interests.

AGING IN THE UNITED STATES

I

IT'S A SMALL WORLD

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Students will become aware that grandparents and grandchildren can live anywhere in the world.

TIME: Two class periods

PROCEDURE

First Day:
Begin by asking students to talk about whether or not they know their grandparents and where their grandparents live. Explain that older and younger people live all around the world and that they are of all nationalities. Next, locate France on the map. Talk about French people and find out some facts of interest using library references. Also, have students look at the types of houses found in France. Are they similar to or different from houses near them?

Show students how to design a house out of a box and paint, putting in windows, doors, trim, etc. using paint. Then, have students design a house out of a box.

Second Day:
Complete art project. Then, have students tell who might live in a house like they made? Are there two stories? If so, is there a bedroom or bathroom on the first floor? How many people could live in the house? Is the house similar to what they might find in France? What is the same? What is different?

MATERIALS

World map
Various sizes of boxes
Various colors of paint/paintbrushes
Library references about France

AGING IN THE UNITED STATES

I

VIVA LIFE

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Students will be made aware that all people enjoy celebrating together and that younger and older people appreciate being remembered in special ways.

TIME: Two class periods

PROCEDURE

First Day:
Talk about how birthdays, graduations, and weddings are celebrated in the United States and that they often include all ages of relatives and friends. They also often bring families together who may not have seen one another for some time.

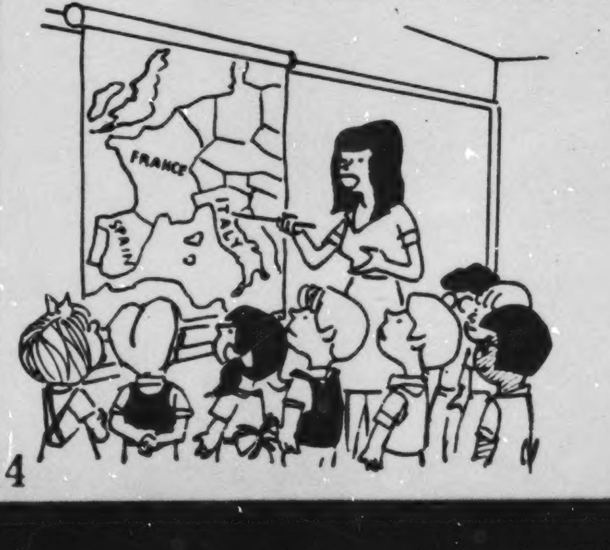
People around the world celebrate events. Locate Italy on a map for students. Italians like to celebrate. Older and younger people join in on the singing, dancing, and eating. There is much food.

Together with students, plan a surprise celebration for someone—the custodian, school secretary, principal, older neighborhood person, an invalid, classroom aide, etc. Students may wish to make cards, a gift, or a sign. They may wish to plan songs, a dance, or food.

Second Day:
Celebrate together with the person being honored.

MATERIALS

World map
Whatever is needed for celebration



AGING IN THE UNITED STATES

I

FACE THE FACTS

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Students will develop awareness that persons feel better when they keep busy and have a good self-concept.

TIME: One or two class periods

PROCEDURE

Many older people are looking for interesting things to do. One way for them to keep busy and develop new friendships is to become active in classes or organizations for senior citizens. If people stay active, they usually enjoy life and have good feelings about themselves and others.

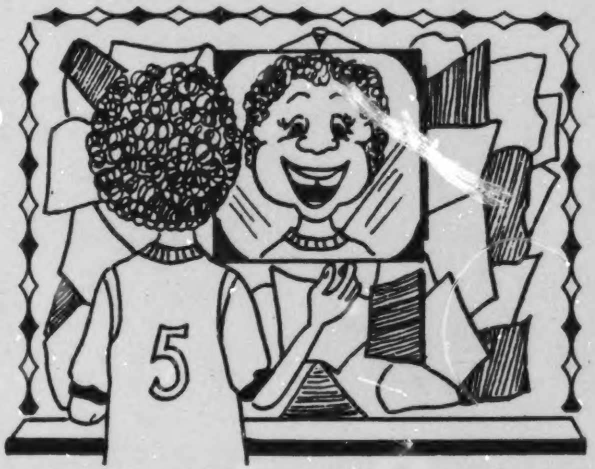
Fasten a mirror onto a bulletin board. Supply the class with old magazines and catalogs and have them cut out all of the happy-looking faces. Encourage the children to look at their own faces in the mirror as they paste the pictures onto the bulletin board.

MATERIALS

Magazines with pictures of people

Mirror Bulletin board

Scissors Paste



AGING IN THE UNITED STATES

I

SENIOR SCENES

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Students will be made aware that services for older people are not helpful for all older people.

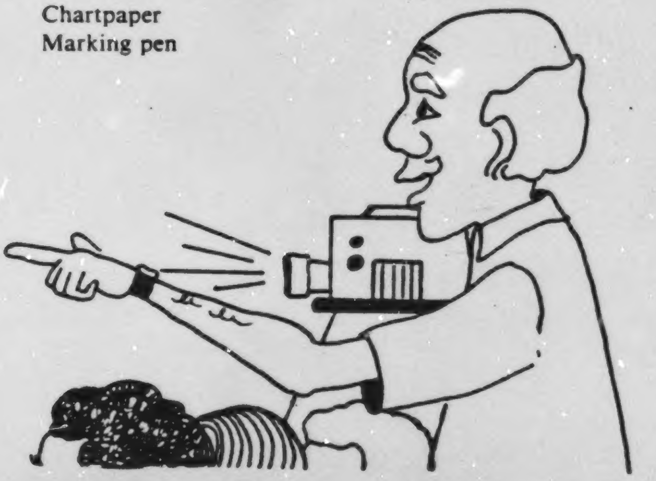
TIME: One class period

MATERIALS

Invite an older person to share slides or pictures and talk about a trip that he or she recently took.

Chartpaper

Marking pen



PROCEDURE

Discuss with students that some airlines and bus lines offer senior citizens discount fares when they travel, just as they offer childen discounts. Explain that these can be good savings, but that there are also other costs to consider when traveling. Talk about some of these costs.

Invite an older person who has recently traveled to talk about a trip and share pictures or slides. What were some of the financial considerations about traveling besides transportation?

As a class, put a chart together that lists the "hidden" costs of traveling that need to be thought about for everyone, young and old, who travels.

AGING IN THE UNITED STATES

I

THOUGHTS OF THANKS

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Students will grow in their awareness that people of all ages from around the world appreciate thoughtfulness and kindness.

TIME: Two class periods

MATERIALS

Invite 1 or 2 older men to help with second day of project.

Wooden hangers
Nails or cup hooks
Sandpaper
Paint
Spray varnish

PROCEDURE

First Day:

Children in all countries of the world find ways to remember and thank their parents. In America, when are parents especially honored? As an activity to honor dad, grandfather, uncle, or special older male friend, have students make tie racks.

1. Sand a heavy wooden hanger until very smooth.
2. Paint designs about 2 inches apart on the hanger.

Second Day:

Ask 1 or 2 older men to talk with students about their feelings about being remembered and when others do thoughtful gestures on their behalf. After the discussion, let them help students with the second half of the project.

3. Spray hangers with varnish.
4. Place cup hooks or nails in the center of each design.

AGING IN THE UNITED STATES

I

COME "ONNA" MY HOUSE

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will develop awareness about differences in America from elsewhere in the world.

TIME: One class period

MATERIALS

Chart paper
Marking pen

PROCEDURE

HISTORICAL PERSPECTIVE—
ITALIAN-AMERICANS

Talk about the following with students:

Italians at one time settled where most of their relatives or friends lived who had come from Italy. The neighborhoods were sometimes called "Little Italy" because only Italians lived in them. An extended family living in the same house was very common.

Are any of the students of Italian background?
Do grandparents talk about their early days, of hardships with the English language, shopping in markets, etc.?
Do Italian people still have strong cultural ties?

Have students pretend that a new classmate has just arrived from Italy. What might we tell them about our country?

Make a chart listing special things about America.

AGING IN THE UNITED STATES

Language Arts I

RESPONSE-ABILITIES

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Students will develop awareness of the importance of family to persons of all ages.

TIME: Two or three class periods

MATERIALS

Invite guests to help make cookies in the classroom with students.

World map

Supplies needed to make cards and to bake cookies

PROCEDURE

First Day:

Talk about the celebration of Christmas or Hanukkah as being a big family celebration in America as well as it is in other parts of the world. Have students locate England on a world map. Explain that many customs and traditions have come from the English who were the first colonists. Americans share traditions—among them are caroling with friends and neighbors, visiting the ill and elderly, and preparing wonderful foods to share with family and friends. All ages of persons can be part of the planning, helping, shopping, cooking, and decorating. It is special family time for all ages of people, from great-grandparents to young children, but it also can be a lonely time for people who do not have family or friends near them.

At Christmas, Hanukkah, or other occasions, make greeting cards for people who are ill, elderly, alone, in hospitals or convelescent homes. Have students make greeting cards.

Second Day:

Invite guests to help make cookies for people who are ill or are infirmed. Guests can be older volunteers or parents of students.

Third Day:

If possible, distribute the cards and food.

AGING IN THE UNITED STATES

H H Language Arts I

NUTRITIOUS EAT-INS

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Students will become aware that there is a service to help the elderly who live at home and who cannot prepare meals for themselves.

TIME: One class period

MATERIALS

Invite an older adult to class to discuss nutritious meals.

Chalkboard and chalk

PROCEDURE

Discuss the fact that nine out of ten older men and almost eight out of ten women live in their own houses. If an older person has difficulty cooking meals at home, he or she might be able to call an organization known as Meals-on-Wheels. Volunteers will bring food to them if they call and let someone know they are unable to prepare their meals. Some people may need this service only occasionally. It is available to many older persons who live in towns and cities.

Invite an older adult to the classroom to talk about the Meals-on-Wheels program, if possible, or else about personal cooking and shopping for food.

AIR CARE

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Students will develop awareness about airplane medical safety and services.

TIME: One class period

PROCEDURE

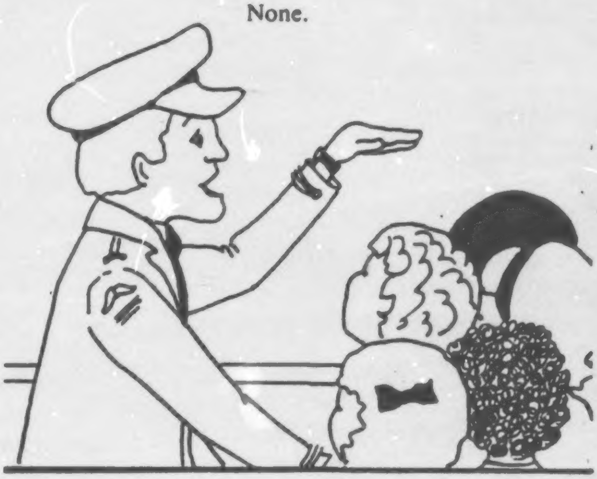
Discuss how airplanes have carried oxygen and first-aid kits in case someone gets ill on a flight. There are also other services available for persons who need assistance. Very often they provide what is needed for both younger and older persons who want to travel by plane, but could not otherwise do so. Discuss wheelchairs which help people get from one flight to another, flight attendant courtesies, baggage assistance, etc.

Ask students the following questions:

Who has been on an airplane?
How old were you when you first flew on a plane?
Do you remember how you felt?
What can you see on a clear day when you fly?
Did you ever visit a grandparent by plane, or have a grandparent visit you by plane?
Where have you flown?

MATERIALS

None.



LOVE ABOUNDS

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will develop awareness that people from Italian heritage have customs and traditions as do persons from other cultures.

TIME: One class period

MATERIALS

Invite a person of Italian heritage to talk with students, if possible.

PROCEDURE

CURRENT PERSPECTIVE—ITALIAN-AMERICANS

Discuss with students that Italian-American families often enjoy get-togethers, festive meals, and celebrations. Many are still living in the same house and neighborhood where they have lived for many years so that they can be near old friends and family.

If possible, ask someone of Italian heritage to talk with students and to share Italian traditions and customs. Then, have students talk about their own ancestry and about customs and traditions which are honored in their own families.

I

STORY SYMBOLS

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will develop awareness that the elders of Indian heritage want to preserve tribal customs and traditions.

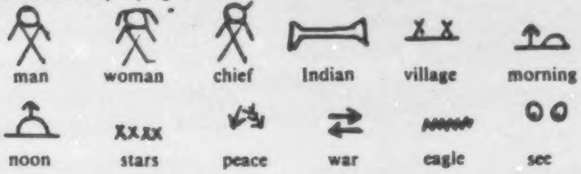
TIME: One class period

PROCEDURE

CURRENT PERSPECTIVES—NATIVE AMERICAN INDIANS

Discuss the following with students:
Indians live on reservations or in cities, towns, or farms. Back when Columbus discovered America, 300 different Indian languages were spoken. Today, only 50 - 100 distinct forms remain. Customs are changing and traditions are disappearing. Indians who live in cities have become Americanized because they are educated in English-speaking schools, they learn American songs and dances, and they dress like everyone else dresses. This applies to both the young and to many of the elderly. Grandparents today want to share their heritage with their grandchildren so that customs, languages, and traditions are not forgotten.

Put the following pictographs onto large construction paper along with accompanying words:



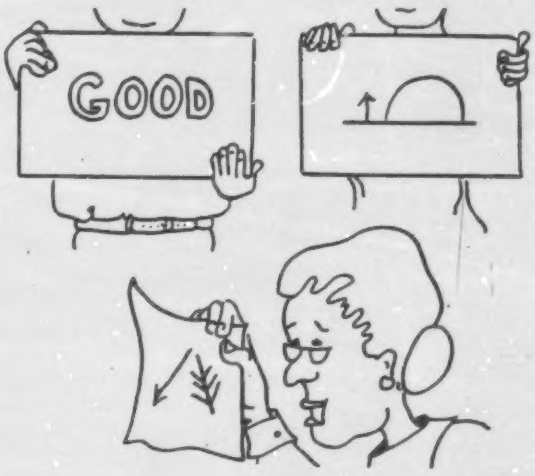
Using Indian pictograph cards, have the class make up a story together using as many words as they can. Then, have each make up his or her own pictograph story.

MATERIALS

Indian pictograph cards drawn on construction paper

Felt-tip pens

Language experience paper



I

MEET AND GREET

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Students will develop awareness that people from all parts of the world have words to extend courtesy to one another.

TIME: One class period

PROCEDURE

Discuss with children:
All around the world people greet people in their family and other persons. Why do they do that? It is courteous to greet people and to wish them well. It is important to be considerate within families. Grandparents enjoy a kiss or hug as a greeting, as do other family members and close friends. Those who are not nearby enjoy greetings that come from a "hello" through a letter.

Print the greetings listed below, using different colored marking pens, onto large tagboard. They say "hello" in many languages:

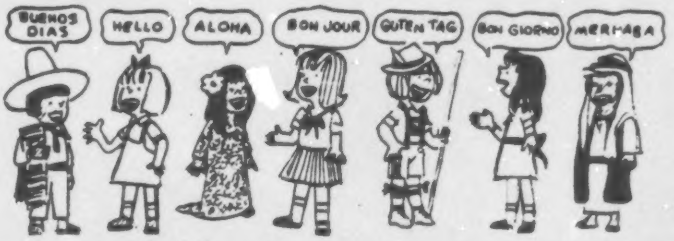
hello - English
god morgen - Norwegian
buna ziua - Rumanian
gutan tag - German
buon giorno - Italian
dobar dan - Yugoslavian
bom dia - Portuguese
buenos dias - Spanish
bonjour - French
aloha - Hawaiian

If necessary, get help in the pronunciation so that children will learn the correct accent for each word. Teach the words. Use them. Display them. This can be the beginning of learning other foreign words.

Ask students to pay special attention to greeting other persons.

MATERIALS

Large piece of tagboard
Different colors of marking pens



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AGING IN THE UNITED STATES

I

LET'S CELEBRATE

GOAL

Compare family structure in the United States with that of other cultures.

OBJECTIVE

Each student will learn that people of all ages in the family participate in New Year festivities in China and in America; however, celebrations are very different.

TIME: One or two class periods

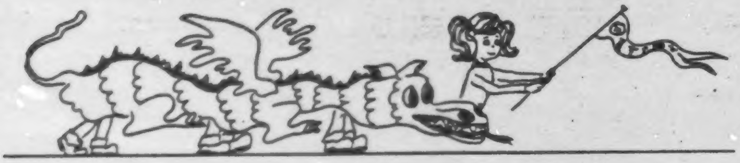
PROCEDURE

One event which both American and Chinese celebrate is the New Year. The Chinese, however, traditionally celebrate it at a different time from the American celebration. The Chinese use an ancient calender which starts the year on another date. Both cultures look forward to it, however. Each celebrates the night before and welcomes it in at midnight. Americans often have get-togethers with friends and sometimes make New Year's Resolutions in hopes of planning a better year. The elderly are aware of the holiday and may celebrate it; however, it is not traditionally a family holiday. Sometimes, people set off firecrackers at midnight.

The Chinese New Year has family festivities at home as well as parades in the main streets. Fierce-looking paper dragons snort "fire", and noise is heard for miles around as firecrackers scare away evil spirits.

Find out the date of Chinese New Year this year. Have students help to make a long Chinese dragon. Parade around the room (and elsewhere if possible) to Chinese music.

MATERIALS



Red paper
Black marking pens
Tape
Scissors
Recording of Chinese music, record or tape player
Invite someone of Chinese heritage to participate in this activity, an elderly person if possible.

AGING IN THE UNITED STATES

I

NECESSARY NEEDS

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Each student will be more sensitive to older persons' needs and what they can do for them.

TIME: One class period, plus project time.

MATERIALS

Supplies needed to make items for persons in a nursing home or who are home-bound.

PROCEDURE

Have a discussion with the children about the following:

—When you are bored, does time seem to go fast or slow?
—If you are sick in bed, do you ever feel sorry for yourself?
—If you are sick and nobody visits you, what do you think about?

Sometimes older persons have to go to places called nursing homes if they get sick or hurt themselves and need help that they can't get in their homes. They can have lonely and sad feelings, and need to be cheered up.

Make a list of some things the class might do to help meet community needs. How might they cheer up someone in a nursing home or who is "home-bound" due to illness or bad weather. Discuss ways to help within their own neighborhood. Select a class project.

AGING IN THE UNITED STATES

I

CHALLENGE WITH CHANGE

GOAL

Study the elderly in the United States.

OBJECTIVE

Each student will learn how to assist in creating change.

TIME: Two class periods

MATERIALS

Paper, pens/pencils
Envelopes and stamps
Addresses of advertisers students choose to write.

PROCEDURE

First Day:

"People create change." Discuss this statement in relationship to advertising. Tell the children about one ad, that of General Foods, where there is a grandpa portrayed who is active, having fun, and enjoying the "good old-fashioned taste" of Country Time drink mix. At one time the grandpa was not like this on the ad. Many people wrote to complain and they changed the ad to portray him positively.

Have students look at television or magazine advertising carefully between the first and second lesson and note when people, especially older people, are portrayed negatively. Have them note specific things that bother them.

Second Day:

Discuss the students' findings and have them write letters to an advertiser telling how they feel about the negative portrayal of the older person. Send letters to the advertisers.

AGING IN THE UNITED STATES

I

SOUNDS OF LIFE

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Each student will be more understanding of people who have hearing problems.

TIME: One class period

PROCEDURE

Discuss that hearing can be a problem for some people whether they are young or old. Some organizations assist senior citizens by giving hearing tests for low fees; but not all elderly have help, even though they may have hearing problems.

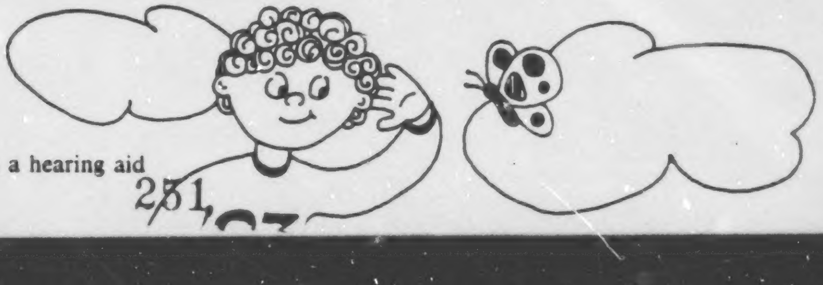
Talk about "quiet." Ask the children:

- —What is the quietest sound you can think of?
- —How do you feel when you think of something quiet?
- —What would it be like if you always heard just a soft sound because of a hearing problem?
- —What would your world be like if you heard nothing?
- —Pretend you are a flower growing; be a cloud crossing the sky; be a star in the heavens.
- —What is the "quietest" color? "Quietest" pet? "Quietest" food? etc.

Have the school nurse come to the classroom to show students one or more type of hearing aids and operation, and to talk about hearing and ear care.

MATERIALS

Invite the school nurse to show students a hearing aid and how it functions.



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I

HOME SWEET HOME

GOAL

Study the elderly in the United States.

OBJECTIVE

Each student will become aware of the need for different styles of home settings for various types of people and for people with special needs.

TIME: One class period

MATERIALS

Chart paper
Various colors of marking pens

PROCEDURE

Talk about all types of places where people can live. Make a chart listing types of housing such as the following:

House for one family
Duplex, up or down
Apartment, up or down
Condominium
Farm
Mobile home
Camper
Cottage
Hotel
Motel
Hospital
Nursing home

Can able-bodied, handicapped, or frail persons live in all of these places? Which would not be suitable? How might a house be adapted so that persons of several age levels and health levels could live in it together? List on chart paper where people (babies, children, teens, adults, older adults) could live. Put "x" where old or sick or handicapped persons could not live unless the housing was adapted.

I

I AM SPECIAL

GOAL

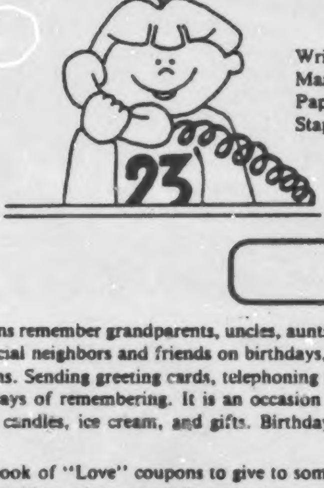
Compare family structures in the United States with those of other cultures.

OBJECTIVE

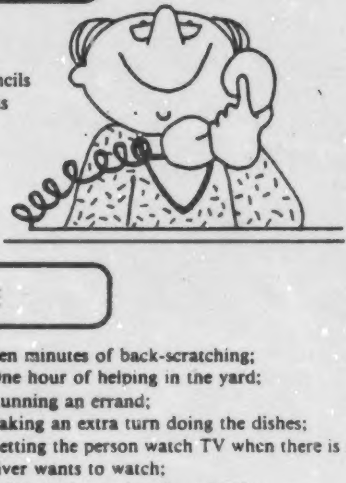
Each student will be made more aware that special occasions are important to the lives of young and old alike and that all countries prepare for and enjoy such times.

TIME: One class period

MATERIALS



Writing paper, pens/pencils
Marking pens or crayons
Paper cutter.
Stapler.



PROCEDURE

Americans and Europeans remember grandparents, uncles, aunts, and all family as well as special neighbors and friends on birthdays, holidays, and other occasions. Sending greeting cards, telephoning them, and visiting them are ways of remembering. It is an occasion often marked by a cake with candles, ice cream, and gifts. Birthdays are special in all countries.

Have students make a book of "Love" coupons to give to someone. An elderly relative or neighbor might especially appreciate a special gift of love because of being alone. Cut paper into strips. Have students write messages:

—Ten minutes of back-scratching;
—One hour of helping in the yard;
—Running an errand;
—Taking an extra turn doing the dishes;
—Letting the person watch TV when there is something special the giver wants to watch;
—Being ready on time for school;
—Practicing a lesson or doing homework without being asked.

(Plus other messages of their choosing.)

Staple coupon booklet together.

AGING IN THE UNITED STATES, LEVEL II — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	The Aging Revolution			X						X	
	Black Is Beautiful							X		X	X
	Chinese New Year	X		X						X	
	Condo Mania			X						X	
	Driving Know-How			X	X					X	
	Hello And Shalom			X				X		X	
	Housing Happenings	X		X						X	
	Irish Lore							X		X	X
	Is The Price Right?		X		X						
	It's Your Move			X						X	
	Junior Olympics						X				
	Keeping Up With The Times			X						X	
	Lead Me On		X								
	Live And Learn	X			X					X	
	Massachusetts Or Bust!				X		X			X	
	Money Isn't Funny		X		X					X	
	Originality			X						X	
	Personal History			X						X	
	Social "Security"			X	X					X	
	Song And Dance Of Ireland					X	X			X	
	South Of The Border			X						X	X
	Super Sales Sense			X						X	X
	Tripping Along			X	X					X	
	The Voice Of Experience			X				X		X	
	Voting Power			X	X					X	

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AGING IN THE UNITED STATES

II

DRIVING KNOW-HOW

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

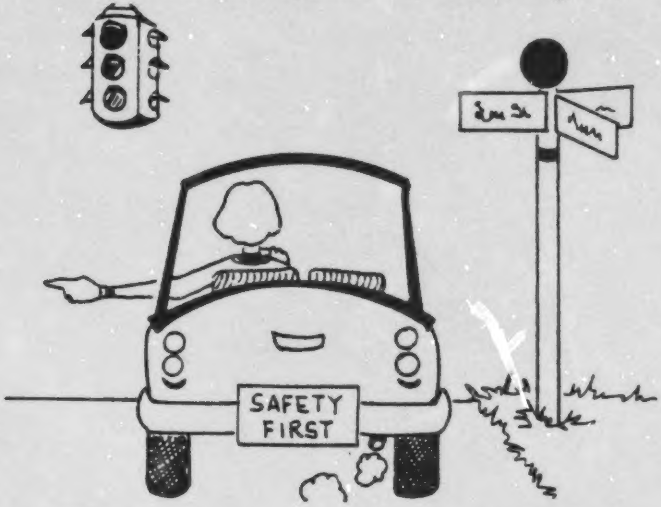
OBJECTIVE

Students will be made aware that there are many safe drivers over the age of 50.

TIME: One class period

MATERIALS

Invite an independent insurance agent to talk with students about older persons and about driving.



PROCEDURE

Discuss the insurance companies who advertise that they are especially for drivers over the age of 50. One or more companies state that they save older persons money on an insurance policy and that they insure a large number of older motorists.

Ask a representative from an independent insurance agency to speak to students about automobile insurance programs and about drivers who are under 25 and over 50. Are the over-50 people more careful drivers? How do insurance companies rate others? Are there differences between male and female drivers at various ages? Allow students to ask questions of the guest.

AGING IN THE UNITED STATES

II

VOTING POWER

GOAL

Study the elderly in the United States.

OBJECTIVE

Students will develop awareness that older Americans have definite ideas about their well-being and future and that they are forming a large percentage of the voting population in the United States.

TIME: Two class periods

PROCEDURE

First Day:
Discuss the fact that by the year 2000 older people may cast 25% of all votes in elections. They now cast over 17% of the votes. If a person were running for President of the United States, he or she would want to win their votes. Have students work in pairs to make a list of three issues of concern to older people. Transfer their ideas to large chart paper.

Also discuss: How many more years is it until the year 2000? How old will students be in the year 2000? In what year will they turn 21? 40? 65? 100?

Second Day:
Invite an older adult who is active in local government or with senior citizen concerns to talk with students. Compare concerns students projected with concerns of the guest.

MATERIALS

VOTER
REGISTRATION
HERE

Invite an older adult who is active in local politics to speak to students.

Chart paper

Pens/pencils/marking pens

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AGING IN THE UNITED STATES

II

HELLO AND SHALOM

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Students will have greater understanding of similarities and differences between the Israeli and American cultures.

TIME: Two class periods

MATERIALS

Two large pieces of paper.
Marking pens.
Research books about Israel and the United States

PROCEDURE

First Day:
Discuss the following with students:

Contrasting American society where retirement often has meant leaving contributory roles, Israeli society expects its aged members to continue to actively contribute. Many Americans have recently taken on second careers and have enrolled in adult education classes, but this is a relatively new aspect of life in America. Israeli elderly citizens often continue working in the family business as they are very family-oriented in their culture. Several generations continue working together in the same business.

Ask a few students to make large outlines of the United States and of Israel on two sheets of paper. Have students work in pairs to locate 1-2 pieces of information related to the following subjects for both America and Israel: names of leaders, entertainers, scientists, musicians, artists, business leaders, politicians.

Second Day:
After research is completed, have the class regroup and discuss what was learned about each of the topics. Place names in the various categories on each large map's outline.

AGING IN THE UNITED STATES

II

TRIPPING ALONG

GOAL

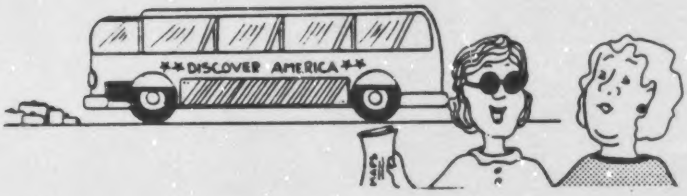
Study the elderly in the United States.

OBJECTIVE

Students will be able to explain that many older people are active, interested, and curious travelers.

TIME: One class period

MATERIALS



Invite an older person who has recently traveled to share slides and information with students.

PROCEDURE

Discuss that there are tourist companies whose business is to handle overseas travel arrangements for older persons. For those who can't afford to travel outside of the United States, there are tours that encourage them to "Discover America." They are popular and can be done by bus. *Prime Time*, a publication directed specifically to people over 50 years, reports that almost half of its subscribers have traveled outside the United States during the past three years. That is more than twice the national average.

Invite an older person to talk with students about his or her travels, sharing slides and information.

Afterward, make a chart as a class depicting all of the states and countries where students have lived or have traveled. Determine the percentage of states that have been visited or lived in by students.

AGING IN THE UNITED STATES

II

LIVE AND LEARN

GOAL

Study the elderly in the United States.

OBJECTIVE

Students will develop appreciation that education is ongoing and that people of all ages can learn.

TIME: One class period

PROCEDURE

Discuss the fact that the percentage of the older population in our country is changing. Talk about the graph depicted here. What is it telling us?

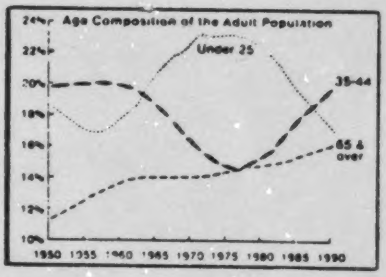
Discuss what students think the following might mean? "Education is like an art lesson. You keep learning new things and adding ideas to what you already know."

Group students in 4's. Give each drawing paper and crayons or marking pens. Have each start drawing a picture. After two minutes, have them exchange and continue the drawing without asking what was begun. Continue so that all four have turns being creative, inventive, and artistic. Then have the last person explain the drawing to the rest of their group before returning it to its originator who explains what it started out to be.

Have students explore how aging could be like an art lesson from what they learned from this lesson.

MATERIALS

Drawing paper
Crayons or marking pens of different colors
Reproduce graph on chalkboard or chart



AGING IN THE UNITED STATES

II

SONG AND DANCE OF IRELAND

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will develop awareness about the hard work and close family ties Irish immigrants had and the rich heritage the Irish have in song and dance.

TIME: One class period plus practices and performances.

MATERIALS

Invite a person of Irish background to come to the classroom to teach students songs and dances.

Recording of Irish music

PROCEDURE

HISTORICAL PERSPECTIVE—IRISH-AMERICANS

Discuss with students:

Many Irish immigrants, predominantly poor and unskilled, began life in the United States as manual workers. These early immigrants had difficult times, but close family ties gave them strength to overcome the problems of poverty, poor housing facilities, and small wages. Knowing the English language and having a quick grasp of American-style politics opened up new positions in politics, city government, and civil service for them.

March 17 is a popular day for the Irish—St. Patrick's Day. Prior to that day, invite a person of Irish descent to teach students some Irish songs and dances. if the person knows some of the stories behind the music, have him or her share them with students. On St. Patrick's Day have students perform for other classes and tell the stories behind the music.

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AGING IN THE UNITED STATES

II

ORIGINALITY

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will be more sensitive to their own ancestors' hard work and dedication as well as to the strong spirit of the Polish people who live in America.

TIME: Two class periods

PROCEDURE

CURRENT PERSPECTIVES—POLISH-AMERICANS

First Day:
Discuss with students:

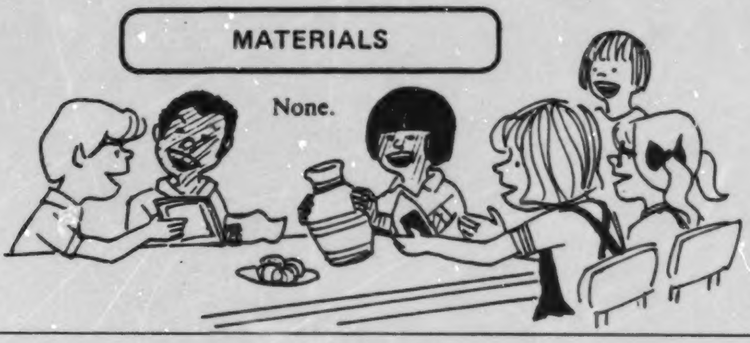
Family relationships among Polish-Americans still rate high. The older generation likes to live in neighborhoods of the same ethnic background. Children of the first generation Polish frequently live in the same neighborhood as do their parents. Siblings who are grown visit parents often. Many Polish persons settled in the Midwest because that was where job opportunities were first available. The elderly are taken care of by their families.

Have students gather information about their own family ethnic heritage by asking their parents, grandparents or other relatives about when and how their family came to the United States, the type of work their grandparents did, and any other information they can learn.

Second Day:
Ask students to share something about their own ethnic heritage.

MATERIALS

None.



AGING IN THE UNITED STATES

II

SUPER SALES SENSE

GOAL

Study the elderly in the United States.

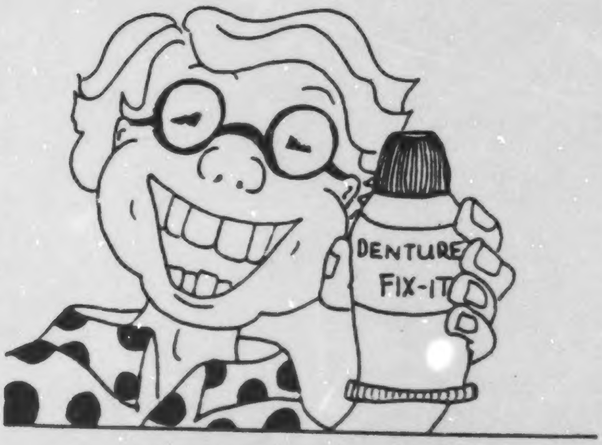
OBJECTIVE

Students will develop awareness that positive types of advertising are becoming more prevalent in depicting persons over the age of 40.

TIME: Two class periods

MATERIALS

Paper
Marking pens
Presentation needs of students



PROCEDURE

First Day:
Discuss the process of advertising in today's world. It is youth-oriented, but there is a fast-growing population of people over the age of 40 who are becoming a target for advertisers. They are looking at these people in a more positive, alive, healthy way as compared to much former advertising geared to that age group.

Provide groups of students the task of creating a product for older persons that a large company would manufacture and sell. They must create the product and design a convincing presentation as to why the product should be introduced. Have them prepare a 5-minute sales pitch and use whatever visual aids might be useful in the presentation.

Second Day:
Have each group deliver their 5-minute presentation for the products they have created.

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AGING IN THE UNITED STATES

II

BLACK IS BEAUTIFUL

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will develop appreciation for the ethnic pride of Blacks.

TIME: Two class periods

MATERIALS

HISTORY SECTION

Research books about famous Black people

Paper

Pens

Folder

LIBRARY CARD
ALEX HALEY
HANK AARON
STEVIE WONDER
MARTIN L. KING

PROCEDURE

CURRENT PERSPECTIVE—BLACK AMERICANS

First Day:
Discuss with students:

The elderly Black person today has seen many changes for Blacks in America regarding integration, education, art, music, sports, and careers. Family closeness is felt among many Blacks. Black people have had great pain in their struggles toward equal opportunities in America.

Have students research the life of a famous Black person: Alex Haley, Jesse Jackson, Leontyne Price, Martin Luther King, Jr., Henry (Hank) Aaron, Stevie Wonder, Mohammad Ali, or one of their own choosing, and then prepare a short biographical sketch about the person's most important contributions to Black history in America and as a human who used his or her creative talents and intelligence.

Second Day:
After they prepare their reports, have students present them to the class. Keep in a folder afterward so that they can enjoy reading them over again.

AGING IN THE UNITED STATES

II

HOUSING HAPPENINGS

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Students will become aware of how older adults feel when they are faced with problems of housing.

TIME: Two class periods

MATERIALS

Invite 2 - 3 older adults to critique student suggestions.

Art paper
Marking pens, chalk, or other media.

PROCEDURE

First Day:
What types of housing wants and needs do older adults have that they might not have had ten years earlier? Have students think about the home location, rooms, number of floors, outdoor area, and services that are nearby. Talk also about the problem some older persons have who can no longer keep up a home and yet cannot afford something else. Where can they go? What options are there?

If they could wave a magic wand, how would students make housing better for older people who are faced with difficulties? Have them brainstorm ideas. After many have been listed on the chalkboard, have students form groups of 3 - 4 to design housing of the future that includes what older people want and need. Encourage them to be very creative and imaginative.

Second Day:
Upon completion of the art projects, allow each group to share with one another what they designed while 2 -3 older adults critique their ideas.

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AGING IN THE UNITED STATES

II

SOCIAL "SECURITY"

GOAL

Study the elderly in the United States.

OBJECTIVE

Students will develop awareness that many older persons must budget carefully.

TIME: Two class periods

MATERIALS

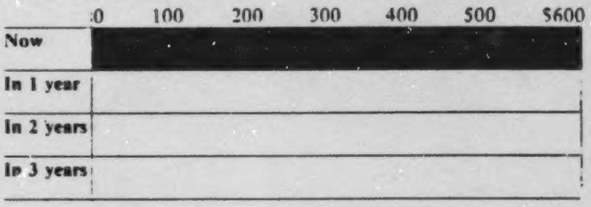
Invite an older person to speak to students about inflation and how it affects finances for older Americans.

Prepare a horizontal bar graph form as suggested below for each student.

INFLATION
HOW TO BUDGET

PROCEDURE

First Day:
Discuss briefly that many elderly people receive a social security check each month. How does money come into the social security fund? If a person receives $600 a month from social security, for example, how does inflation of 6% change that amount of money in one year's time? In 2 years? In 3 years? Have students complete a horizontal bar graph to show the decrease in amount of buying power that $600 will have.



Second Day:
Invite an older person to speak with students about how inflation has been difficult for people who are on fixed incomes. Have the person also tell about when and why social security began, who is elegible for benefits, and what problems it prevents as well as presents.

AGING IN THE UNITED STATES

II

THE VOICE OF EXPERIENCE

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Students will develop awareness that older persons living in the United States have many more options open to them than do older people living in "Third World" countries.

TIME: Two class periods

PROCEDURE

First Day:
Invite someone to discuss the older person in a "Third-World" country. Have him or her give examples and allow time for student questions.

In modern America, the elderly are free to pursue new activities and to make a personal and societal contribution in many fields in which they need not be in competition with young people or even among themselves.

Have students research examples of work or activities being done by older Americans in the following fields: writing, art, government or politics, education, cultural activities, science, computers.

Have them also research one Third-World country.

Second Day:
Discuss student findings.

MATERIALS

Invite someone to talk with students about the "Third World."

Research materials

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AGING IN THE UNITED STATES

II

IRISH LORE

GOAL

Compare family structures in the United States.

OBJECTIVE

Students will expand awareness about extended families and about Ireland.

TIME: One class period

MATERIALS

Writing paper
Pens/pencils
Books about Ireland

IRELAND
IRISH HISTORY
IRELAND TODAY
ERIN
EIRE-Their

PROCEDURE

CURRENT PERSPECTIVES—IRISH-AMERICANS

Discuss the following with students:

The Irish, as many ethnic groups, have inter-married and their culture has blended with those of other cultures. In some cases, the elderly Irish-American lives with a son or daughter in an extended family setting.

Ask students to answer the following questions:

- Find Ireland on a world map. Calculate the number of miles from Ireland to your city.
- What is weather like in Ireland?
- Why is the shamrock considered to be a good-luck symbol by the Irish?
- What color is associated with the Irish and why?
- What might be some of the considerations of having a grandparent living with children and grandchildren?
- What would you like best and least about having your own grandparent living with you?

AGING IN THE UNITED STATES

II

SOUTH OF THE BORDER

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Students will learn that there are many beautiful traditions in Mexican family life, some of which Americans also share.

TIME: Two class periods

PROCEDURE

First Day:
Discuss the following background information with students:

Mexico is our neighbor to the south. Mexican families are generally very close. Many families provide for their elderly by having them live with them in their own home in an extended family atmosphere. The elderly often care for the children, help with household duties, shop, cook, and sew for the family, and are very much a part of the family. In modern-day America, many older people do not live with their children. They often prefer to be independent as long as they are able, living in their own homes, cooking for themselves, even though they also help and visit their children and grandchildren.

Have students research family life in Mexico. Provide books and magazines to assist them. Ask each to find out one thing about each of the following topics as it relates to Mexico. Compare and contrast it to the United States:

Housing—Food—School—Work—
Transportation—Family Life

Second Day:
Discuss student research. Following that, have an adult of Mexican heritage speak to the students about family traditions in Mexico and his or her Mexican traditions as they are carried on in the United States.

MATERIALS

Invite a Mexican-American person to speak to students about Mexican family traditions.

Books and magazines about Mexico and its people.
Books about the United States and its people
Paper
Pencil/pen

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AGING IN THE UNITED STATES

II

PERSONAL HISTORY

GOAL

Compare family structures in the United States.

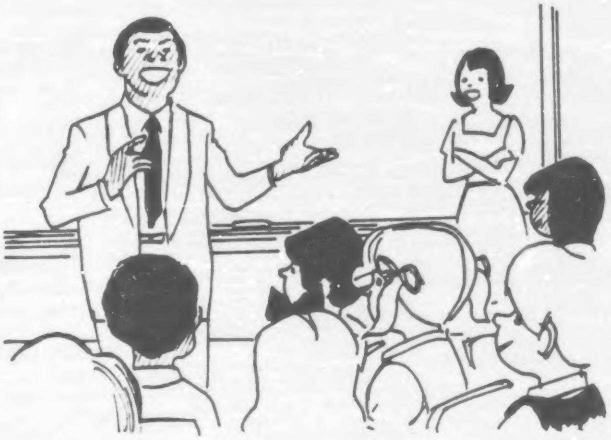
OBJECTIVE

Students will develop awareness of Black history and of the importance to study their own roots and ancestors.

TIME: Two class periods

MATERIALS

Invite an older Black person to talk with students about life growing up as a child and about the changes in the Black culture since that time.



PROCEDURE

HISTORICAL PERSPECTIVE—BLACK AMERICANS

First Day:
Discuss the following with students:

Most immigrants came to America to escape conditions that were bad in their own countries. The ancestors of Afro-Americans were the only immigrants to cross the ocean as slaves and who lived as slaves for centuries. After the 1860's, slavery was abolished in America, but American Blacks had a difficult time recovering and getting into the mainstream of an economic, social, political nation. Legal rights existed on paper. The elderly were just as concerned about getting jobs as were the young. Not only did they want physical survival, but also they wanted rediscovery of their ethnic heritage.

Invite an older Black person to the class to talk with students about what he or she remembers about life as a child and about the changes in the Black culture since that time.

Between First and Second Day:

Have students find out one piece of information about their own heritage.

Second Day:
Ask students to share something learned about their own family heritage.

AGING IN THE UNITED STATES

II

MASSACHUSETTS OR BUST!

GOAL

Study the elderly in the United States.

OBJECTIVE

Students will become aware that many older people are healthy and lead productive lives.

TIME: Two class periods

MATERIALS

If possible have someone who belongs to the American Automobile Association get a Trip-Tik showing the best route to travel if biking from Palo Alto, CA to Amherst, MA from April to June.

Duplicated copies of maps of the United States

Pencils/markers

MASS. OR BUST

PROCEDURE

First Day:
Discuss that medical science and taking care of oneself give millions of people a healthy and productive old age. Yet, American society still does not recognize the potential of older persons. The following shows what Thomas Dickey, a man 71 years of age and legally blind, did to attend his fiftieth class reunion at Amherst College in Massachusetts: he rode his tandem bike accompanied by a college graduate traveling 3600 miles across country from Palo Alto, CA.

Divide the class into groups of two. Using maps of the United States, have students find out how Mr. Dickey traveled from Palo Alto to Amherst. He left at the end of April and arrived on June 6 for the reunion. Figure out the number of days it took, miles he traveled per day, stops he made, and problems he might have encountered. Locate the best route remembering mountains, deserts, and any other concerns which seem to show up in studying the map.

Second Day:
Have each group share their travel plans. Discuss the thinking that went into the decision-making. Is there a "best" route? Afterward, share the route designed by the American Automobile Association Trip-Tik, if it was able to be obtained.

AGING IN THE UNITED STATES

II

CONDO MANIA

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Students will learn that housing can be a problem for the elderly and that city governments need to help.

TIME: Two class periods

PROCEDURE

First Day:
Discuss the fact that many older people have to leave their homes if they live in apartments which are converted into condominiums. In at least one state, however, a new bill is being studied which would help tenants who have been forced out of their apartments to find affordable housing. For persons of low and moderate income levels, this would assist them.

Have students list ten considerations that they think older adults would have when considering a place to live. Afterward, discuss. Save for the next lesson.

Second Day:
Invite a knowledgeable person to talk with students about ways housing problems are being eased for older adults in your area. Compare considerations with what students thought were important regarding housing with what the guest has mentioned.

MATERIALS

Invite a knowledgeable person to talk with students about housing for older adults.

Paper
Pens/pencils

HOUSE FOR SALE

AGING IN THE UNITED STATES

II

MONEY ISN'T FUNNY

GOAL

Study the elderly in the United States.

OBJECTIVE

Each student will learn that many older people find it harder to pay bills because of retirement and inflation.

TIME: One class period

PROCEDURE

Talk with students about the work their parents do. Where do they work? How do they get to work? Discuss and explain the word "retirement". When older people reach age 65, they sometimes choose to retire. There are many older people working at jobs because of something called "inflation". To help children better understand what inflation is, do the following activity:

Using play money, have each pair of students be shopping partners. Give them $1.00 apiece to spend for lunch. Have them select from the 3" x 5" cards which picture foods and prices. After their first turn, place new stickers on top of old prices. Tell them that prices have gone up. Now, how far will their money go? What can they buy for their $1.00? Can they get the same lunch? Talk about people who do not have jobs any more because of retirement. Why is it more difficult for them to buy foods they need? Talk about nutrition.

MATERIALS

3" x 5" cards with pictures of food and prices written on them.

Price change stickers to be stuck on top of original prices for second part of activity.

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AGING IN THE UNITED STATES

II

CHINESE NEW YEAR

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Each student will be more aware of the family and cultural traditions of the New Year in China and the United States.

TIME: One class period

MATERIALS

Red construction paper
Black marking pens

String or ribbon for top of scroll

PROCEDURE

Americans and Chinese alike look forward to celebrating the coming New Year. Young and old join in the fun. Americans wish each other "Happy New Year" greetings, celebrating its eve with parties. It is traditonally part of a season spent in being in touch with family and friends of all ages, of eating, and of football games on New Year's Day. Chinese people celebrate with parades going down the main street of their towns and cities. Usually a "dragon" leads the way surrounded by other costumed figures making lots of noise to scare the evil spirits away for a happy new year. Families share food with each other while watching the parade or at their home where people—family and friends—gather together to celebrate. A special activity is the making of New Year Scrolls.

Have each class member make a Chinese New Year Red Scroll, choosing the characters for one of the following:

LONG LIFE	GOOD LUCK	PROSPERITY	HAPPINESS
壽	福	祿	囍

Print it carefully on large red construction paper. Place a string or ribbon at the top to hang it up for decoration. You may wish to make them for our New Year's Day and leave them up until the Chinese New Year.

AGING IN THE UNITED STATES

II

LEAD ME ON

GOAL

Investigate varied aspects of services provided for the elderly, i.e., housing, health, social.

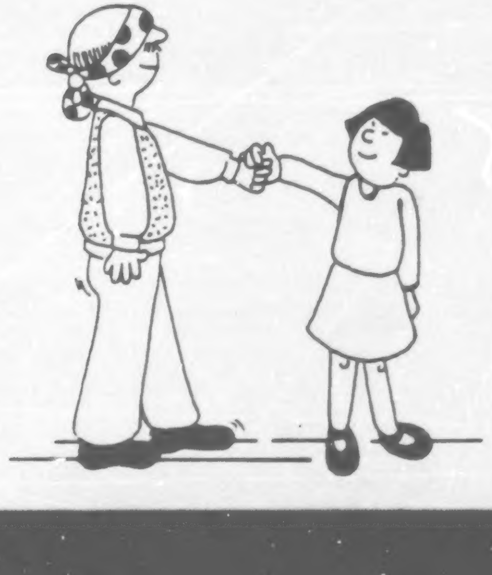
OBJECTIVE

Each student will learn that many elderly people see less well and need consideration.

TIME: One class period

MATERIALS

Blindfolds (handkerchief or scarf)
Or, goggles smeared with something greasy.



PROCEDURE

Have students participate in a "trust walk" with blindfolds or goggles smeared with something greasy. Pair them up having one lead the other and then switch. The leader is to watch where walking, to move carefully, and to be aware of obstacles. Also, have leader hand objects to other person to identify.

Afterward, talk about what it felt like not to have eyes to clearly guide you. Relate to older persons whose eyesight might not be as clear, and their needs. Discuss services available to older persons and to other persons with sight needs.

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AGING IN THE UNITED STATES

II

KEEPING UP WITH THE TIMES

GOAL

Compare family structure in the United States with other cultures.

OBJECTIVE

Each student will be more aware of local issues related to older people and that many older persons are active in community affairs.

TIME: Two class periods

MATERIALS

Invite an older adult who is a council-member to speak to the students about issues affecting the elderly in the area.

PROCEDURE

First Day: Speak to students about the following:
"Old men for council; young men for war" was an old American Indian adage. What does it mean? There is great pride today among young Indians who live on land once owned by their elders. Many of the elderly are cared for by agencies of the U.S. government, but remain in close contact with their families on the reservation. The elderly are respected and take a part in the tribal politics. (The subject of Native American Indians is complex and needs in-depth study to understand more fully.)

The elderly in American cities also take part in politics, whether on a local level or in government positions. Some have also had to relocate due to economic hardships of modern times, health, or other reasons, as did the Native Americans have to move, sometimes not of their own choice.

Second Day: Find out who local government officials are. Are any of them senior citizens? Write or call one of the older adults on council and invite her or him to speak to the class about the role in city government especially as it relates to assisting the elderly and the young. Or, have students write to city council asking questions and voicing concerns.

AGING IN THE UNITED STATES

II

IS THE PRICE RIGHT?

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Each student will learn that food costs a great deal of money and that people, especially older people on fixed incomes, have to budget carefully.

TIME: Two class periods

MATERIALS

Newspaper and other types of advertising circulars that display food store advertising.
Paper/pencils.

SALE
FRU
FRESH

PROCEDURE

First Day:
Discuss with the class that older people are sometimes offered special lower prices when eating out in restaurants, as many places have discount prices if they eat before 5:00 p.m. or if they bring in a coupon. Discuss the words "discount" and "coupon".

Have students group in twos. Using newspapers and other circulars with food advertising, have them figure out the approximate cost of groceries for one week for one person. Have them plan nutritious meals. Explain that this is what many people, older and younger, have to do before shopping so that they do not buy on impulse. What does that mean?

Second Day:
Complete the shopping and menu-planning activity, if needed. Discuss how much money was spent, what was purchased, and problems encountered. Could people on fixed incomes go out to eat very often?

Talk also about the fact that not every older person has financial worries. Some people are very lonely. Why is that? Why do Senior Citizen Nutrition sites not have a "means" test for people who come there to eat? What does "hungry for company" mean?

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AGING IN THE UNITED STATES

II

THE AGING REVOLUTION

GOAL

Study the elderly in the United States.

OBJECTIVE

Each student will learn that many older people are active, intelligent, and vital.

TIME: One class period plus time to share articles and pictures for bulletin board.

MATERIALS

Newspapers and magazines
Scissors
Bulletin board
Reference book or Almanac

PROCEDURE

Discuss the "aging revolution" according to the findings of Dr. Robert N. Butler, Director of the Institute on Aging at Bethesda, Maryland. He says that there are 24 million Americans over age 65. In addition, there are 20 million Americans ages 55–65.

—Why is this called the "aging revolution"?
—How many Americans are there in the United States?
—What is the percentage of older Americans to the total U.S. population?
—Give examples of how the over-65 Americans are engaged in the following:
    Continuing education classes at colleges;
    Traveling;
    Interest in hobbies and sports;
    New careers;
    Volunteer work and service to children and grandchildren.

Over the period of several days, have students collect articles and pictures about older people in the light of what they are accomplishing, how they are living, offices they hold, etc. Discuss briefly each day, and place onto a bulletin board.

AGING IN THE UNITED STATES

II

JUNIOR OLYMPICS

GOAL

Investigate and report on varied aspects of services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Each student will be more aware of the need for exercise being important to people of all ages.

TIME: Two class periods plus organization time

PROCEDURE

First Day: Discuss the fact that many elderly people are involved with health clubs, jogging, swimming, bike riding, golf, hiking, etc. Almost everything younger people can do, older people can do. However, moderation is very important to the elderly. Why? People in all age groups have differing energy levels. What does this mean? Many older people take good care of their health by eating well and by exercising often. There is even a Senior Olympics for older people.

Have the class plan an Exercise Olympics for grades 1-3. Involve students in running, jumping, skipping, hopping, and other activities which they would enjoy and which are good exercise. Have awards or ribbons for the winners. Invite help from older people to act as referees, award presentors, judges, and even co-participants.

Second Day: Exercise Olympics Day.

MATERIALS

Supplies and awards needed for Exercise Olympics.
Invite older persons to assist with the Olympics.

IT'S YOUR MOVE

GOAL

Investigate and report on varied services provided for the elderly, i.e., housing, health, social.

OBJECTIVE

Each student will be made more aware of problems involved with public transportation for the elderly.

TIME: One class period

MATERIALS

Chalkboard and chalk.

PROCEDURE

Discuss what is being done for the elderly and the handicapped concerning transportation. Most children have observed that there are special places near stores, restaurants, doctors' offices, etc., for the elderly or handicapped to park cars. This has been of great help. Transportation was the concern most frequently expressed by elderly in community forums in Pennsylvania, and is a concern for all 50 states.

Discuss the following factors and why they especially affect the elderly and make transportation a large problem:
1) high crime rate; 2) decay of some areas in the inner cities; 3) poor public transportation (especially as it relates to loss of older person's driver's license); 4) cost of cars and car maintenance; 5) cost of gasoline and insurance; and 6) health of older adults.

Have students form small groups and think up two creative possible solutions to transportation problems for the older adult population in the United States and present them to the class. Vote on the 10 best ideas and write an article for your local newspaper to let others know of student interest.

IMAGE OF AGING — LEVEL I

IMAGE OF AGING, LEVEL I — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Active Ages			X						X	
	Active And Acting It		X	X							
	Be A Sport						X			X	
	Can Do!	X	X							X	
	Cross-Age Creations	X		X							X
	Down Memory Lane			X						X	
	Face The Facts	X		X						X	
	Facial Features	X	X	X							
	Fiction Prediction			X				X			
	Guest Gab			X						X	
	Guest Gusto			X						X	
	Hot Wheels!			X						X	
	Let's Celebrate	X		X						X	
	Life Cycles			X					X		
	Making Sense		X	X					X		
	Once Upon A Time			X						X	
	Puppet Play	X		X						X	
	Read 'Em			X				X			
	Rhyme Time			X							X
	Role Models			X						X	
	Spirit of Life	X	X							X	
	Talents Alive	X	X	X							
	There Was An Old Woman		X	X				X			
	Viewer Views			X						X	
	Young At Heart	X							X	X	

Copy this for your record-keeping purposes.

IMAGE OF AGING

READ Language Arts I

READ 'EM

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

OBJECTIVE

Students will be made more aware of how older characters are portrayed in literature so that they can recognize ageist attitudes.

TIME: One class period

PROCEDURE

Before Day of Lesson:
Have a group of students choose a story that portrays an older adult positively or negatively as one of the characters. Have them practice the story to present to the rest of the class.

On Day of Lesson:
Invite an older person to the classroom to listen to a story which portrays an older person. Tape record the reading so that the class can play it again later on.

Afterward, discuss the role of the older character in the story with the guest and ask his or her opinion about it. Also ask other students' opinions.

MATERIALS

Reading textbooks or other stories.
Tape recorder and tape.

Invite an older person to participate in the lesson.

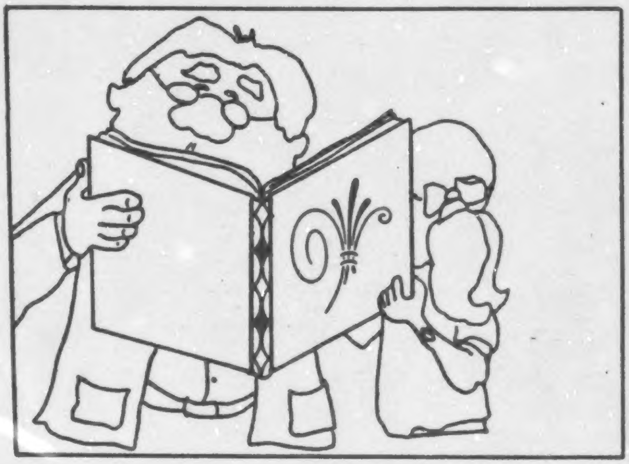


IMAGE OF AGING

H H READ Language Arts I

THERE WAS AN OLD WOMAN

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will be able to explain why nursery rhymes do not portray reality about older adults.

TIME: One class period

MATERIALS

Book of nursery rhymes
Record player and records

PROCEDURE

Have students read or listen to nursery rhymes, look at the pictures, and determine whether the nursery rhymes are or are not realistic. Ask them to pay special attention to the portrayal of older people in the nursery rhymes. Invite conversation about how older people are different from the characters portrayed. Ask students to give specific examples of actual older people.

Go over each of the rhymes again and have each child substitute the older friend of grandparent for the older character. How might that person make the whole rhyme a different story?

IMAGE OF AGING

I

VIEWER VIEWS

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

OBJECTIVE

Students will be able to explain how media frequently conveys ageist attitudes even in subtle ways.

TIME: Two class periods

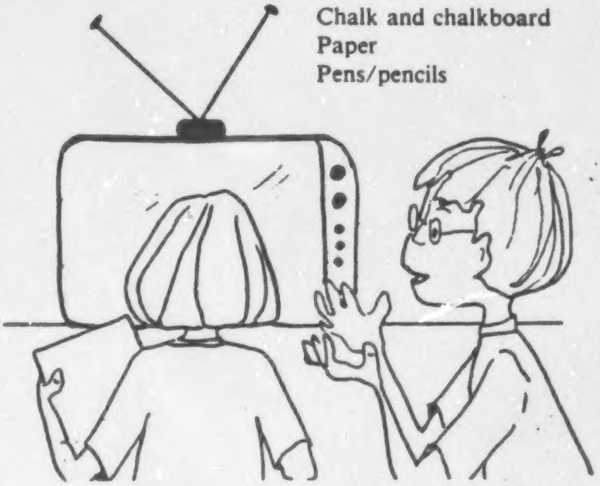
PROCEDURE

First Day:
Have students study a number of television personalities: a child, a teenager, a young adult, a middle-aged adult, and an older adult. Have them notice how each character seems to be portrayed and to jot down notes to discuss in class.

Second Day:
Following the assignment, have children share their responses to different television characters. Do some students have different opinions about the same television characters? Discuss differences in perceptions.

MATERIALS

Chalk and chalkboard
Paper
Pens/pencils



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ROLE MODELS

GOAL

Become aware of ageist stereotypes in American society.

OBJECTIVE

Students will recognize that there are many ways to relate with older persons.

TIME: One class period

PROCEDURE

Explain role playing to the students and share some examples. Have students role play episodes in two or three different ways between themselves and someone older than they are. Begin by providing some topics such as the following:

- —Meeting a grandparent who is arriving at the airport;
- —Visiting an older neighbor whom you haven't seen for awhile;
- —Playing ball with an older adult.

Discuss the different ways that students portray older persons after the role playing activity. Ask how various children felt playing the part of persons who were a different age from themselves.

MATERIALS

Use props or costumes as desired.

IMAGE OF AGING

I

GUEST GUSTO

GOAL

Become aware of ageist stereotypes in American society.

OBJECTIVE

Students will be made aware that age has little to do with the energy and talent older people can have throughout a great amount of life.

TIME: One class period

PROCEDURE

Invite an older person to the classroom to tell or to read a story, share some form of music, or teach a dance to students. Plan this ahead of time.

Assist the guest during the lesson and provide appropriate materials, as needed.

Afterward, talk together about older persons having energy and enjoying life. Allow time for students to ask questions.

MATERIALS

Invite an older person to plan a class activity, explaining the objective.
Help the person, as needed.

Appropriate materials.

IMAGE OF AGING

I

DOWN MEMORY LANE

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

OBJECTIVE

Students will be more aware of and be able to give examples of times when "newer" does not equate to "better," contrary to television advertising messages.

TIME: One class period

PROCEDURE

Invite an older person to come to speak to students about some of his or her keepsakes and photographs. Allow students time to ask questions about them after the presentation. Are there differences from things they see today? How are they different? Would today's objects seem to last as long as their keepsakes? What materials were used in making the objects?

Ask students to each talk about one thing that might be a keepsake to them someday. What makes that object special?

MATERIALS

Invite an older person to bring a few keepsakes and photographs to class and to talk about them with students.

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IMAGE OF AGING

ONCE UPON A TIME

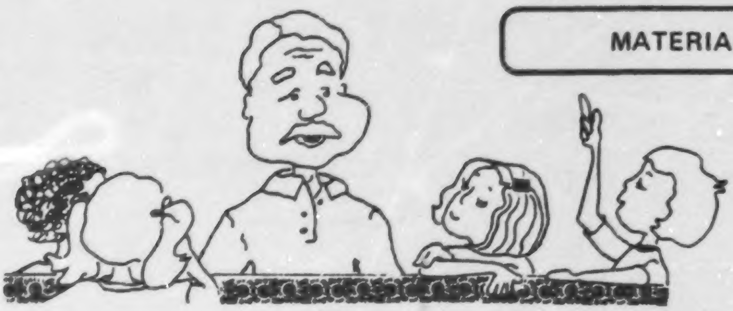
GOAL

Become aware of ageist attitudes and practices, including their own in literature, media, and social institutions.

OBJECTIVE

Students will possess more accurate information of how life was for many people 50 years ago.

TIME: One class period



MATERIALS

Arrange for an older adult to talk with students about childhood memories of school, home, transportation, movies, toys, etc.

PROCEDURE

Invite an older person to come to school and talk with students about memories he or she has about school, home, transportation, movies, toys, etc. Compare what he or she says to what children in the class think. Create a chart listing similarities and differences.

IMAGE OF AGING

PUPPET PLAY

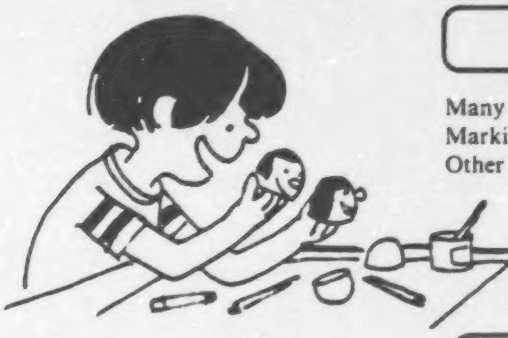
GOAL

Identify people who exemplify positive examples of aging and being older.

OBJECTIVE

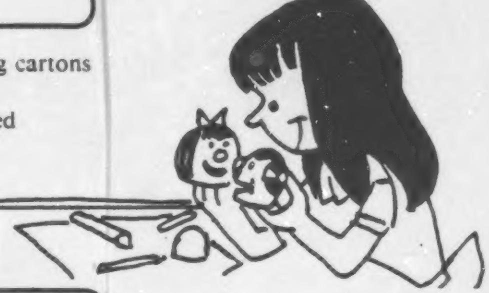
Students will be able to identify at least one specific situation in which older persons demonstrate positive thinking and action.

TIME: One or two class periods



MATERIALS

Many "cups" cut from egg cartons
Marking pens
Other decorations as desired



PROCEDURE

Lead a discussion in which students talk about their grandparents, immediate family, close relatives and friends. After all have had a chance to participate in naming family members, etc., tell them that they are going to make puppets of family members, grandparents, and others. Show them ways to do this using egg carton cups, marking pens, and other items, if desired.

Students make puppets. Afterward, have them create a story about their puppet "family."

IMAGE OF AGING

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RHYME TIME

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

OBJECTIVE

Students will be made aware of ageist attitudes that are found in some nursery rhymes so that they can identify them.

TIME: One class period

MATERIALS

Books of nursery rhymes including *Old Mother Hubbard*

Paper

Pencils or marking pen

PROCEDURE

Using a picture and nursery rhyme such as *Old Mother Hubbard,* discuss it with the children. Who is young? Who is older? How is each character portrayed? Do you know someone like those characters? Ask these and other questions of several rhymes.

Have children change or create some new rhymes either as a class or as an individual activity. Place onto charts or into a booklet for all to enjoy.

IMAGE OF AGING

I

CAN DO!

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will be able to explain that there are some things that older and younger persons can and cannot do, and that there are ways in which they can share and work together.

TIME: One class period

MATERIALS

Invite older persons to be a part of this lesson. Explain ahead of time what will occur.

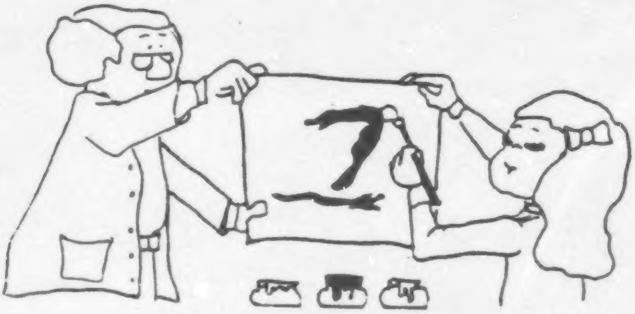
Cans from frozen juices

Scraps of wallpaper or paper and paints

Glue

Scissors

Ruler



PROCEDURE

Statement: Older people cannot do some of the things younger people can, yet they often can do things younger people cannot do. True.

Discuss statement with the class and with older guests together. Talk about activities that young and older people can and cannot do. Have children discuss something a grandparent, older neighbor, or friend has done recently that was a special accomplishment. Did the student do it with them?

Have the older and younger people work together to make pen and pencil holders. Explain to all how to make them from cans and paper. They are to measure the length of the can, wrap painted paper or wallpaper around it, and let it dry. Decide as a group where to use the finished products. Perhaps they could give them away or sell them as a class project.

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IMAGE OF AGING

ACTIVE AND ACTING IT

GOAL

Identify people who exemplify positive examples of aging and of being older.

OBJECTIVE

Students will recognize that talent does not nececessarily change with age; rather, it is related more to interest, staying active, working, and to one's health.

TIME: One or more class periods

MATERIALS

Invite an older community actor to talk with students, if possible.

Utilize pictures of older television and/or movie stars, if available.

PROCEDURE

Discuss the role of older people who have acted in movies and on television. If pictures are available, show them to students.

Ask if any students saw George Burns when he starred in recent films. He was 80 years old when he made "Oh God," "Oh God II," and "The Sunshine Boys."

If you have someone who is older and active in community theater in your area, ask if she or he would talk with students about acting, the stamina it takes, the time commitment, and the fun of it.

The class may wish to pursue putting a skit or play together utilizing the guest as an actor, producer, or director.

IMAGE OF AGING

MAKING SENSE

GOAL

Identify myth and reality in statements about aging.

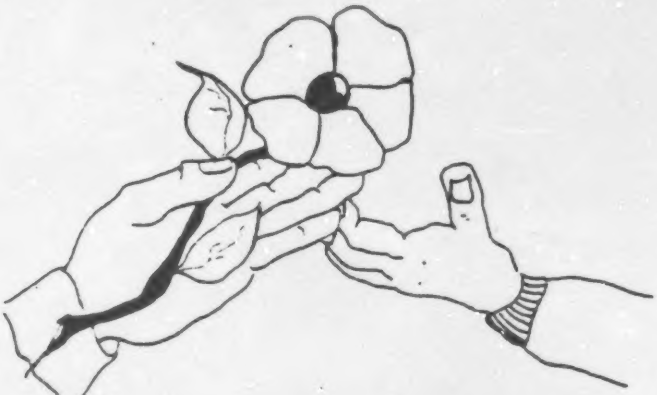
OBJECTIVE

Students will be able to explain one way that each of the five senses tends to decline as a person grows older.

TIME: One class period

MATERIALS

Invite a gerontologist or someone who works with older persons to speak to the class about specific ways that the five senses usually change as people grow older.



PROCEDURE

Statement: The five senses tend to decline as one grows older. True.

Discuss statement with the class. Must studies agree that various aspects of vision, hearing, touch, taste, and smell tend to decline as a person grows older.

Ask students if they know older adults who have trouble seeing small objects, reading the paper without glasses, hearing programs on television, hearing people talk, feeling slight differences in textures, tasting, or smelling foods. After a discussion, introduce the guest speaker who will talk about why these changes tend to occur in older people. Also, talk about exceptions. Allow time for student questions.

IMAGE OF AGING

I

FACIAL FEATURES

GOAL

Identify people who exemplify positive examples of aging and being older.

OBJECTIVE

Students will display awareness that people of all ages can act and think in positive and negative ways.

TIME: One class period

MATERIALS

Gather pictures of all ages of people.
Posterboard or paper
Paste/glue

PROCEDURE

Place pictures onto a table or in the center of the circle in which students are seated. Have class talk about what makes people look as they do, and what makes people pleasant to be around. Discuss how people's expressions, features, and activities tell something about them.

After the discussion, have students paste the pictures onto large posterboard or paper for display in the classroom or hall area.

IMAGE OF AGING

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TALENTS ALIVE

GOAL

Identify people who exemplify positive examples of aging and of being older.

OBJECTIVE

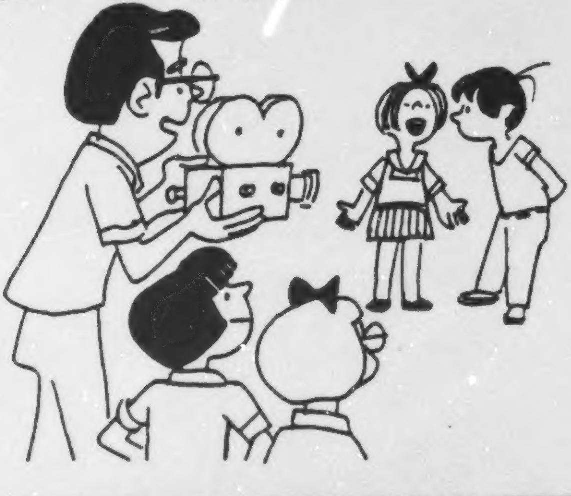
Students will grow to value people who share time and talent with one another.

TIME: Time to complete projects and to share them

MATERIALS

Invite an older person to teach a skill, talent, or hobby to the class.

Supplies will depend upon project.



PROCEDURE

Talk about older people who share their time and talent. Discuss how older persons can be of great help in many ways. Explain the concept of senior volunteers participating in a program that matches the skills and abilities of the older with the interests and ideas of the younger.

Invite an older person into the classroom to share his or her talent in art, music, story-telling, woodworking, crafts, graphics, carpentry, weaving, rug hooking, filmmaking, etc. Let the energy and enthusiasm that develops emerge into a project, inviting the older person each time you work on it. As the project is completed, plan time for families and/or other sudents to come and view it. Have students introduce their mentor.

IMAGE OF AGING

I

LET'S CELEBRATE

GOAL

Become aware of ageist stereotypes in American society.

OBJECTIVE

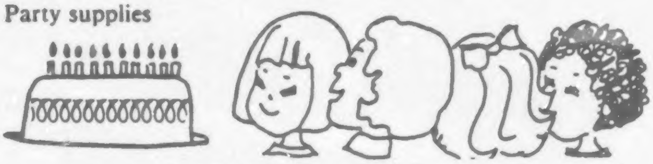
Students will assume responsibility for planning the celebration of a birthday or special occasion for another person.

TIME: Two class periods

MATERIALS

Invite an older person to class to celebrate a birthday or other special occason.

Party supplies



PROCEDURE

First Day:
Make plans as a class to celebrate the birthday or special occasion of a student's grandparent, a teacher's aide, or some other special adult friend of the children. Surprise the person, if appropriate.

Decide what to make and serve. Have each student design a card, gift, and/or placemat for the occasion. Plan that each student has an active role in preparing for the celebration.

Second Day:
Enjoy the celebration.

IMAGE OF AGING

I

CROSS-AGE CREATIONS

GOAL

Become aware of and identify ageist stereotypes in society.

OBJECTIVE

Students will realize that many older people have talents which they can share with younger people and which they can personally enjoy.

TIME: One class period

PROCEDURE

Invite an artistically talented older person to teach an art lesson. Help him or her prepare how to approach it with students.

Discuss with students the fact that older people are talented in many ways and that they have talent which can often be shared with others, if offered the opportunity.

Prepare art supplies. Assist the guest and students as needed during the lesson. Afterward, talk together about art as a career or hobby.

As a follow-up activity either that same day or during the next day, have students prepare personal thank you notes to send to the visitor.

MATERIALS

Invite an older person with artistic talent to teach a lesson to students.

Art supplies appropriate to lesson.

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FACE THE FACTS

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will be able to state at least one reason why older people generally are not socially isolated and lonely.

TIME: One class period

PROCEDURE

Statement: The majority of old people are socially isolated and lonely. False.

Discuss statement with class. There is no evidence to show that older people are more lonely than young people. In a study done in 1980, over 75% live within 30 minutes traveling distance of a family member.

Ask questions of students and have them explain their answers as needed:

1) Do you live near your grandparents?
2) Do you spend time with older neighbors?
3) What do you especially like to do with older people?
4) If your grandparents live far away from you, have you been able to visit them or have they been able to visit you during the last year?

Next, have each draw a picture of a special older person and him or herself doing something together that is enjoyable to both. Afterward, let all explain their pictures. Have them or someone write a story about their pictures. Display in a booklet or on a bulletin board.

MATERIALS

Drawing paper
Crayons, chalk, paint, or other media

I

SPIRIT OF LIFE

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will become aware that a majority of older people are as happy as when they were young.

TIME: One class period

PROCEDURE

Statement: The majority of old people feel miserable most of the time. False.

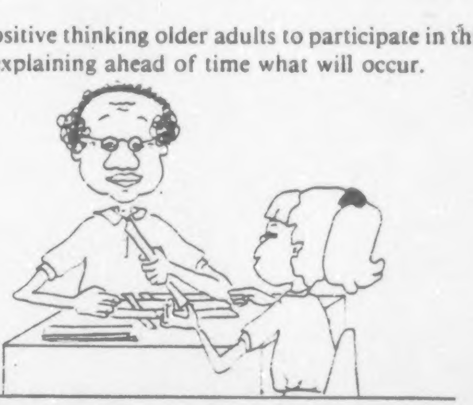
Discuss statement with the class. According to surveys, many old people enjoy life as much as, and often more than, younger persons. However, they do have to deal with problems and work through them. Ask the older people who have been invited to be part of this lesson to talk about how they feel at this time in their life. Afterward, invite student questions.

Following the discussion, have students and guests work together in small groups making woven paper placemats. Demonstrate how to cut and weave the strips to make mats. After everyone is finished, have the students and guests decide how the placemats might be used. Perhaps they will want to save them and plan another get-together for a meal or celebration. Perhaps they will want to give the mats away to an organization or use in another way.

MATERIALS

8½" x 11" colored construction paper per person
Strips of various colors of construction paper cut into 1" x 11" pieces
Scissors
Ruler

Invite positive thinking older adults to participate in this lesson, explaining ahead of time what will occur.



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YOUNG AT HEART

GOAL

Become aware of and be able to identify ageist stereotypes in society.

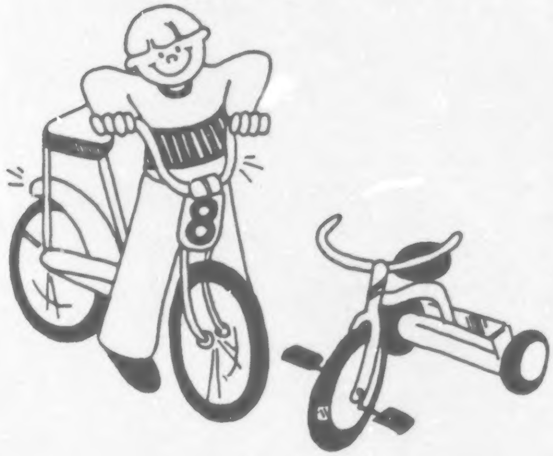
OBJECTIVE

Students will learn that being "old" is not something that happens at any given age.

TIME: One class period

MATERIALS

Drawing paper
Crayons or colored pens/pencils



PROCEDURE

Ask students the following questions:

- —What do you think the word "old" means? (Relate "old" to a bicycle, favorite pair of shoes, game, etc.)
- —At what age might a bird or dog be called "old"?
- —What older age would you like to be and why?
- —Describe what you think your life will be like when you are 15? 35? 65? 85?

Following the discussion, have children draw pictures of what they think they will look like and be doing when they are 15, 35, 65, and 85. After they finish, let volunteers show and talk about their pictures and display.

NOTE: This may be a good activity to use as part of the beginning and ending of a unit, to assess portrayal of older persons.

IMAGE OF AGING

I

BE A SPORT

GOAL

Identify people who exemplify positive examples of aging and of being older.

OBJECTIVE

Students will learn that many persons are able to maintain positive attitudes and activities throughout their lives especially when begun at an early age.

TIME: One class period

PROCEDURE

Have pictures of active older persons, male and female, including President Reagan, available to show the class.

Discuss the fact that many older persons, including the President, enjoy sports and are active in such activities as golf, swimming, bike riding, tennis, fishing, and jogging. Ask if students know older persons who are active in a sport. Are they good at it? When did they learn how to play it? Have they won any ribbons or awards? Do they practice often?

Talk also about sport modification. As people grow older, health or physical stamina sometimes require it. People who were active in playing tennis may now play doubles rather than singles, or they may walk rather than jog.

MATERIALS

Gather several pictures of active older persons, male and female, including President Reagan.

IMAGE OF AGING

I

LIFE CYCLES

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will learn that "old" does not have the same meaning all of the time.

TIME: One class period

PROCEDURE

Statement: All old things were young or new at some time. Everything becomes older as time goes by. TRUE.

Discuss the above statement with the class. To a six year old, twenty-one years old will seem to be "old."

Let the class talk about the idea of "old." Have students think of old as it relates to the following:

a banana	Go further. Talk about	a frozen banana
a shoe	"old" as it applies to	a tennis shoe
a turtle	finer distinctions of	a tortoise
a pencil	even those same	a mechanical pencil
a toy	samples.	a bicycle
a flower		a rose

Have students think of other examples of "old" vs. "young" or "new."

MATERIALS

None

IMAGE OF AGING

I

FICTION PREDICTION

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

OBJECTIVE

Students will learn that many times the image of older persons is shown negatively in literature.

TIME: One class period

MATERIALS

A story that portrays a stereotypic elderly person. Choose your own or use one of the following:

GOOD NIGHT MOON
LITTLE RED RIDING HOOD
THE OLD WOMAN AND HER PIG
(or the nursery rhymc) OLD MOTHER HUBBARD

PROCEDURE

Discuss the idea that many times older people are shown as not being energetic, healthy, or imaginative.

Read a story or nursery rhyme such as:

GOOD NIGHT MOON—the older woman simply sits in a rocking chair;

LITTLE RED RIDING HOOD's grandmother is portrayed as ill in bed;

THE OLD WOMAN AND HER PIG, "a poor old woman lived alone in a little house."

OLD MOTHER HUBBARD's cupboards were bare.

Afterward, discuss together. How are older people depicted in the story?

You may wish to do this with several books over a number of days.

Have students act out a story; however, have them change it around so the older person is energetic, imaginative, and healthy.

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IMAGE OF AGING

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ACTIVE AGES

GOAL

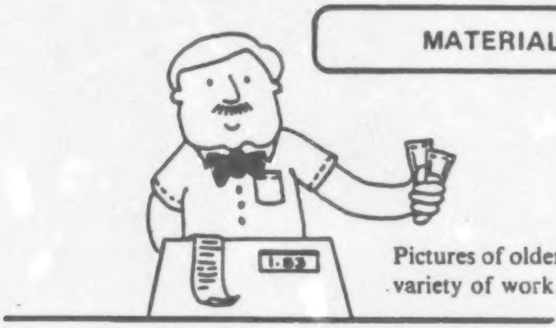
Become aware of ageist stereotypes in society and be able to identify some of them.

OBJECTIVE

Students will learn that because many older persons continue to be active, older and younger people can enjoy doing much together.

TIME: One class period

MATERIALS



Pictures of older people who are actively involved with a variety of work, projects, and activities.

PROCEDURE

Have a discussion with children about older people who are busy working in offices, department stores, grocery stores, gas stations, churches, schools, and who are involved with many types of learning and other activities. Also discuss older persons who live on farms and in rural areas.

Discuss what many older people can do and enjoy with younger people.

Show pictures of older people who are active. Talk about each. Display afterward.

IMAGE OF AGING

I

HOT WHEELS!

GOAL

Identify people who exemplify positive examples of aging and being older.

OBJECTIVE

Students will learn that age, by itself, is not an obstacle to fulfilling a dream or desire.

TIME: One class period

MATERIALS

Picture of an 18-wheeler truck

PROCEDURE

Begin by telling students about a 69 year old lady, named Edith Gowan: She wanted to drive an 18-wheeler truck on her birthday; and a company provided her with a truck, birthday cake, and an instructor. After her drive, when she climbed out of the truck, she exclaimed, "I can honestly say my 69th birthday was the best I ever had."

—Why do you think she said that?

—How large is an 18-wheeler truck?

—Do you think this birthday request is unusual? Why or why not?

Talk about women who drive trucks for a living. How have opportunities changed over the years for women, minority cultures, and the elderly? Discuss.

With another classmate, role-play a conversation with one of you taking the part of Edith and the other person being a newspaper reporter talking with her after her driving the truck.

GUEST GAB

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

OBJECTIVE

Students will learn that some stories portray people in ways because of their age which are not accurate or appropriate.

TIME: One class period

MATERIALS

Invite an older person to the classroom to tell or read a story that has ageist attitudes portrayed so that those attitudes can be discussed.

PROCEDURE

Invite an older person to the classroom to read or to tell a story to the children which he or she has prepared ahead of time and which has an inappropriate age stereotype in it. Without telling the children ahead of time, see if they spotted it after listening to the story. Have the guest talk with the students about his or her interests.

IMAGE OF AGING, LEVEL II — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Adver-Tease-Ment		X	X							
	And The Music Goes On			X		X				X	
	Be Prepared			X				X		X	
	The Beat Goes On			X		X					
	Can We Always Learn?			X						X	
	Careful Carfull			X	X						X
	Differences Differ	X								X	
	Faces In History			X				X		X	
	Family Mobile-Ity	X								X	
	Getting To Know You			X						X	
	Goals To Grow On			X						X	X
	Grandparents Day		X	X						X	
	Greetings Or Groanings			X				X			X
	Interesting People		X	X							X
	Learning Is Forever		X	X							
	News-Worthy			X						X	X
	Personal "T.V. Guide"			X						X	X
	Profiles Of Wisdom			X						X	X
	A Reality			X						X	
	Remarkable Nonconformity		X	X							X
	Shifting Gears			X						X	
	Skit Catalyst			X						X	X
	The Sky's The Limit			X				X		X	
	Truth In Advertising			X						X	
	What To Believe			X						X	X

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IMAGE OF AGING

II

GOALS TO GROW ON

GOAL

Identify people who exemplify positive examples of aging and of being older.

OBJECTIVE

Students will be able to recognize that people who grow older can further their education; and, having goals and achieving them leads to new goals.

TIME: One class period

MATERIALS

Chart paper
Marking pen

PROCEDURE

Ask students if they have any brothers, sisters, relatives, or friends who attend a college or university. If so, let them share this information for a few minutes.

Then, tell them about Virgil Conner, who at age 92 completed his doctoral dissertation in history at Florida State University. His work earned him the distinction of being one of the oldest students ever awarded a Ph.D. He is also a $1-a-year aide to a U.S. representative, researching economic issues such as capital investments and utilities.

Have students list two class goals that are important to them and how they are working toward each of the goals. Next, have them discuss something about their personal goals that they are willing to talk about. Finally, talk about how goals become realized.

IMAGE OF AGING

II

INTERESTING PEOPLE

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will be able to explain at least two reasons why older people usually are not bored.

TIME: Two class periods

MATERIALS

Folder for completed articles
Paper
Pencils/pens

PROCEDURE

First Day:
Statement: The *majority* of old people are bored. False.

Discuss statement with the class. There are many programs and opportunities for older adults. However, more are needed that can better meet the needs of a rapidly growing and changing older population.

Have students think about family members of neighbors who are older. Discuss a wide variety of ways in which older people can spend their time.

Have each interview someone older and write about highlights learned from the interview. If possible, have them photograph the persons interviewed or else ask them for photographs to use in the magazine.

Following are sample interview questions; however, enlist students' help in composing your actual questionnaire:

What is your favorite sport?
What are your hobbies?
Do you get bored very often?
Tell something special about yourself.
What are your favorite kinds of fun?
Tell about a change that has been one of the greatest since your childhood.

Second Day:
Create a class edition of *People Magazine* featuring student interviews of relatives, friends, or neighbors.

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II

CAN WE ALWAYS LEARN?

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will be made aware that most older people can learn new things.

TIME: One class period

MATERIALS

Invite older persons to be a part of this lesson. Tell them ahead of time what will occur.

PROCEDURE

Statement: It is almost impossible for most old people to learn new things. False.

Discuss statement with class. Older people generally take longer than do younger people to learn new material, but most older people can learn new things given the time, stimulation, and environment needed. Much more needs to be done; however, major study is occurring that is helping older persons learn effectively.

Invite some older people who are willing to talk about learning new things and to do an activity with the class. First, discuss the statement and the persons' opinions. After that, have everyone—students and guests—answer the following questions (or those you choose):

1) What is something I learned recently that was new to me?
2) What do I like about myself?
3) What would I do if I could choose anything to do right now?

Afterward, form small groups and include one older guest per group. Ask groups to discuss each question.

IMAGE OF AGING

II

AND THE MUSIC GOES ON

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

OBJECTIVE

Students will be able to identify ageist attitudes conveyed through music lyrics.

TIME: One class period

PROCEDURE

Several days before the lesson, tell the class that you need their help to find songs that have lyrics about older persons. Ask students to try to find records or tapes which they can bring to class.

Some suggestions:
"May You Stay Forever Young"—Bob Dylan
"Fathers and Sons"—Cat Stevens
"When I'm Sixty-Four" and "Eleanor Rigby"—The Beatles
"Hello Old Friend" Eric Clapton
"I Never Thought I'd Live to Be 100" and "Travelin' Eternity Road"—Moody Blues
"Hello In There"—Bette Midler

At the time of the lesson, play songs for students. Have them listen to each piece once or twice and then discuss the lyrics as to whether they are ageist or not, giving supportive reasons.

MATERIALS

Record or tape player.
Records or tapes.

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IMAGE OF AGING

Language Arts

II

ADVER-TEASE-MENT

GOAL

Become aware of ageist stereotypes in American society.

OBJECTIVE

Students will understand that people age at an individual pace which relates more to the way they handle illness and other life pressures than it does to chronological age.

TIME: One class period

MATERIALS

Advertisements from newspapers and magazines
Large chart paper and marking pens

PROCEDURE

Discuss the word "stereotype." (An untruth or oversimplification about the traits and behaviors of an entire group of people. A stereotype is applied to all members of a group without regard to each person's individual traits.)

Discuss television, newspaper, and magazine advertising which stereotypes people wanting to appear youthful. Make a series of statements about advertising that presents particular stereotypes.

IMAGE OF AGING

Language Arts

II

WHAT TO BELIEVE

GOAL

Become aware of ageist stereotypes in American society,

OBJECTIVE

Students will be able to recognize when statements use words which can create stereotypes of older people.

TIME: One or more class periods

MATERIALS

Prepare questionnaire for each student.
Pens/pencils

PROCEDURE

In order to sensitize students to the stereotypes that they hear about Americans over 65 years of age, give the following questionnaire to students. Have them indicate whether they agree or disagree with each statement.

Most old people are sick.
All old people live in nursing homes.
All old people are retired.
All old people prefer to live in warm climates.
All old people live without having enough money.
No old people learn well.
All old people need to wear glasses.

These statements are inaccurate. Discuss each statement. Particularly have students note use of the words "all," "most," and "no." They can be misleading words which tend to stereotype. Ask students to discuss people who do not fit the above statements.

If the opportunity exists, have each student research one of the statements and present findings to the class at a later time.

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IMAGE OF AGING

II

BE PREPARED

GOAL

Identify people who exemplify positive examples of aging and of being older.

OBJECTIVE

Students will learn that many older persons can remain active and dedicated, continuing to contribute to worthwhile endeavors.

TIME: One class period

PROCEDURE

Ask the class what the boy scouts and the girl scouts do. Read the pledge from the *Boy Scout Handbook* and discuss it.

Tell students about a man by the name of Bill Hillcourt who has been in organized scouting for over 50 years. At age 73 he re-wrote the *Boy Scout Handbook*. Recently, he received the Silver Buffalo Award, the highest honor the organization can bestow. He is now in his 80's!

Talk about the work, energy, and contribution to scouting make by Bill Hillcourt over the years.

MATERIALS

Boy Scout Handbook

IMAGE OF AGING

II

NEWS-WORTHY

GOAL

Identify people who exemplify positive examples of aging and being older.

OBJECTIVE

Students will be able to explain that many older people are interesting.

TIME: Two class periods plus interview

PROCEDURE

First Day:

Have students locate one newspaper or magazine article or story about an older person and prepare an oral report to share with the class. Have them look at all sections of the newspaper—entertainment, sports, local and national news, social events, fine arts, etc.

Prepare students to interview an older adult to learn some interesting information about the person. Plan questions.

Second Day:

Have each student write an article from the notes gathered in the interview. Afterward, ask students to share something from their articles with the class. Collect and place into a folder for all to have the opportunity to read. (Revise if needed before placing into the folder.)

MATERIALS

One copy each of several magazines and newspapers
Folder for interview write-ups
Paper
Pens/pencils

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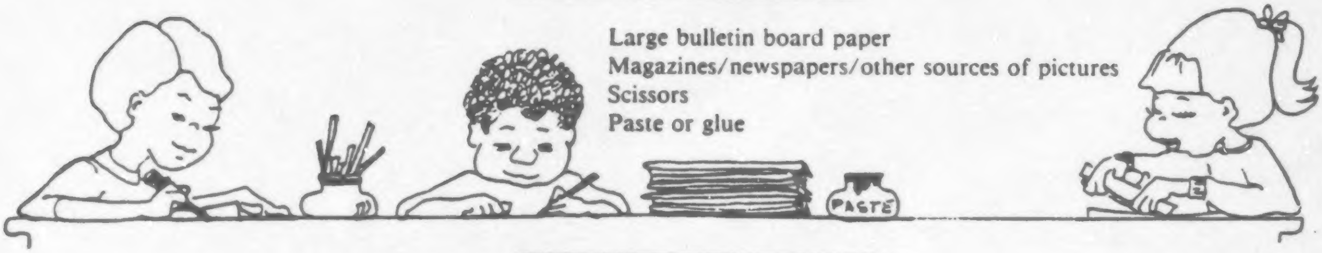
II

DIFFERENCES DIFFER

GOAL	OBJECTIVE
Identify myth and reality in statements about aging.	Students will be able to explain that there are many differences among people of all ages.

TIME: One class period

MATERIALS



Large bulletin board paper
Magazines/newspapers/other sources of pictures
Scissors
Paste or glue

PROCEDURE

Before the lesson:
Have students cut out pictures from available sources of people of all ages which express many types of feelings and which show various facets of the following categories:

Healthy	Sick
Happy	Sad
Active	Inactive
Close to Others	Lonely

(Add others of your own.)

During the lesson:
Statement: In general, most old people are pretty much alike. False.

Discuss this statement with the class. Older persons differ more from one another than do persons at any other age level. That is because life experiences, psychological and physical factors all have impact.

Have students sort pictures according to categories that have been collected. After they are arranged, have the pictures pasted onto a bulletin board paper making a collage. Together, create a title or caption for the collage, and discuss what students have learned.

II

PERSONAL "T.V. GUIDE"

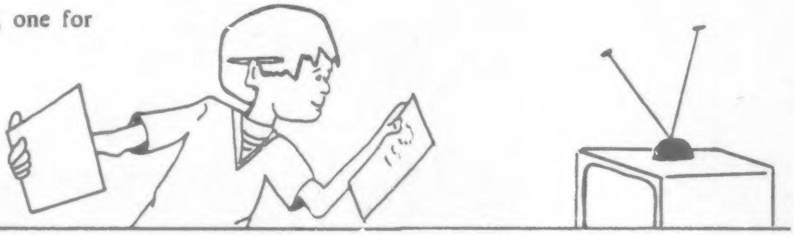
GOAL	OBJECTIVE
Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.	Students will be able to explain that older people are often portrayed in an ageist way on television and that there are ways of showing constructive displeasure over such portrayal.

TIME: One or two class periods

MATERIALS

Newspaper guide to television programming, one for every 2 to 3 students to use.

Paper
Pens/pencils



PROCEDURE

Use a television program listing to find which programs have older persons portrayed in them. As a class, make a list of the television programs that portray older people and how they generally are portrayed. Next to each program name, list the older character(s) and write the type of character portrayal used.

After noting character portrayals, have the class write letters to television networks showing pleasure for good portrayals and displeasure at negative ones. Have students offer suggestions for ways to improve portrayals when findings were negative.

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IMAGE OF AGING

II

FAMILY MOBILE-ITY

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

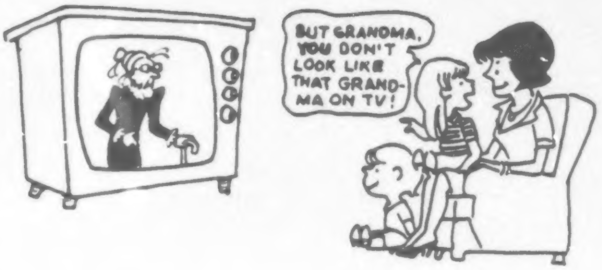
OBJECTIVE

Students will become aware of not depicting persons of various generations in only one way.

TIME: Two class periods

MATERIALS

Art materials necessary to make mobiles.


BUT GRANDMA, YOU DON'T LOOK LIKE THAT GRANDMA ON TV!

PROCEDURE

First Day:
Talk about what an extended family is and have students talk about their own families. Have each research the full names of family members as far back as they are able, bringing that information to class for the second class period.

Second Day:
Have students draw pictures representing their own family members and make mobiles of their extended family for as far back as they could gather information. Have them place the person's full name on the back of each picture.

When complete, display the mobiles and discuss what each learned about his or her family.

IMAGE OF AGING

II

REMARKABLE NONCONFORMITY

GOAL

Identify people who exemplify positive examples of aging and of being older.

OBJECTIVE

Students will learn that even though someone may be disabled, a person who is willing can contribute to society and make others' lives more joyful no matter what his or her age may be.

TIME: One class period

MATERIALS

Paper
Pens/pencils

PROCEDURE

Bring to the attention of the class that Al Beatty, a retired railroad man, is a person who is doing some remarkable things:

- He is 87 years old;
- He is legally blind and partially deaf;
- He keeps a full daily schedule, dances whenever he can, and a few years ago he started to teach a workshop in personal development to the elderly at the Scottsdale, Arizona, Senior Center.

Ask students to write thoughts about this person and have them relate it to a quotation by Rosemary Perry, director of the center where Al Beatty teaches: "It's the ones who don't conform to the stereotype of the elderly who live the longest." After all have written their thoughts, talk about him and about what they wrote.

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II

GREETINGS OR GROANINGS

GOAL

Become aware of ageist stereotypes in American society.

OBJECTIVE

Students will be able to identify negative messages when they see them especially as they are aimed at older people.

TIME: One class period

MATERIALS

Gather previously used birthday cards ahead of time. (Be sure to include some which are intended for older persons.)

PROCEDURE

Gather several previously used birthday cards that were used for people of various ages and which students can review.

Either as a large class or small groups of students, have them analyze the types of greetings on several birthday cards. Have them try to determine whether the greeting is intended to be funny or serious, the reasoning for their responses, and whether the greetings are positive or negative in tone. Are there stereotypic remarks?

After they finish, have time to discuss together specific ideas learned from this exercise with special emphasis on the types of greetings which are stereotypic.

Allow time for each student to design a non-stereotypic birthday greeting.

IMAGE OF AGING

II

GETTING TO KNOW YOU

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will be able to explain that people of all ages show enthusiasm, cooperation, and enjoyment, and that the majority of older people are not usually socially isolated.

TIME: One class period

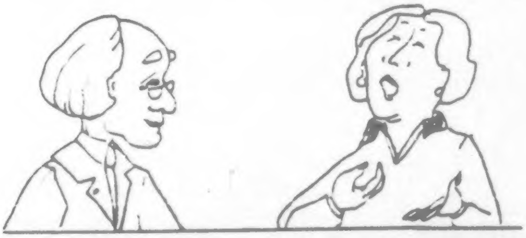
PROCEDURE

Statement: The majority of old people are socially isolated. True and False.

Discuss this statement with students. Most older persons have close relatives within visiting distance. It is important for them and for young persons to be around people of all ages, and there are not always easy ways to have this occur naturally in American society at this time. That is one big reason for the special nature of this curriculum.

Plan a panel program. Have the four older persons who were invited to participate in this lesson sit together on the panel and talk about some of what they do, and their feelings about being socially isolated and lonely. Afterward, allow time for students to ask questions of panelists, and for panelists to ask questions of students.

MATERIALS



Invite four older adults to come to class to take part in this lesson. Tell them ahead of time what will occur.

IMAGE OF AGING

II

SKIT CATALYST

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social insitutions.

OBJECTIVE

Students will recognize whether or not they are treating older persons with ageist attitudes, and if so, how to better communicate.

TIME: Two class periods

MATERIALS

Invite older persons to participate in small group discussions on the second day.

Paper
Pens/pencils

PROCEDURE

First Day:
Ask students to work in pairs and to write out a real or make-believe conversation with an older person. Have them put it together as a short scene to act out. Give them the entire class period to prepare this.

Second Day:
Have students gather into small groups to perform their short scenes. If possible, have an older person be part of each group. Afterward, discuss each scene. Questions might include the following: Was it positive to both people? Could it have been improved? How? Was there a "communication gap?" If there were problems, try to think of ways where it could have been improved. If there is an older person in the discussion, he or she can shed valuable insights and can assist students in re-thinking how they might have interacted.

Role-play each original scene with new ideas, if time permits.

IMAGE OF AGING

II

GRANDPARENTS DAY

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will be able to explain that many older people are capable and healthy enough to carry on normal activities.

TIME: Two class periods plus event.

MATERIALS

WELCOME GRANDPARENTS

Paper
Pencils/pens
Whatever is needed for special program or event.

PROCEDURE

Statement: About 80% of the aged are healthy enough to carry out their normal activities. True.

Discuss statement with the class. Only about 15% of people over 65 need special social and health services. Preventive medicine is also very important as it helps to teach people how to extend their good health. It is important for older persons to be active.

As a class or school project, sponsor a Grandparents' Day.

- Students might invite their own grandparents—or adopt grandparents for the day—and have them come to school to spend time in classes and participate with students in pre-planned activities.
- Students might invite grandparents to a special school concert or performance.

Afterward, have students write notes to the guests expressing their thanks and appreciation.

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IMAGE OF AGING

II

AD REALITY

GOAL

Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

OBJECTIVE

Students will discern whether magazine ads and journalism portray the older population as frequently or positively as they do the younger population in most publications.

TIME: One class period

MATERIALS

Popular magazines geared to various populations such as *Seventeen, Sports Illustrated, Time, Ebony, Popular Mechanics, Modern Maturity, etc.*

PROCEDURE

Have students bring a variety of popular magazines to class before the lesson.

Ask students to examine magazines geared to different populations for advertising that uses older people in the artwork or photography and/or is primarily advertising to the "over 50" population. Have them work in pairs or small groups. Have them cut out ads and organize with other ads those that seem to relate to particular populations—children, teens, young adults, older adults, elderly adults. After they complete this, have students prepare brief group presentations which deal with what they learned. Follow up with questions such as these:

—How are older men portrayed compared to older women in magazine ads?

—What differences did you notice?

—What specific products were advertised for older people? Were they also advertised for younger people? Why were or weren't they?

—What percentage of ads were positive, negative, neutral?

—What changes did you notice in the various types of magazines?

IMAGE OF AGING

II

PROFILES OF WISDOM

GOAL

Identify people who exemplify positive examples of aging and being older.

OBJECTIVE

Each student will be able to describe at least one way in which many older people contribute positively to society.

TIME: Two class periods

MATERIALS

Older adult to be the announcer, if possible.
Picture of an old-time radio
Research books and other books
Newspapers
Paper
Pens/pencils
Tape recorder/tapes

PROCEDURE

First Day:

Show students a picture of an old-time radio. Explain that this was the most popular form of communication forty years ago. A man named Lowell Thomas, who used to have a radio program entitled "The Best Years," is again reaching millions on his 5-times a week radio broadcasts. He uses them to carry a message about "long-living people" and how many have done marvelous accomplishments:

> There are profiles of people who deserve acknowledgement;
>
> There are stories about persons who have confounded conventional thinking and who do remarkable things despite being "old" in United States' society's eyes.

Have students do research in either the school or class library to learn about someone who would be a good candidate for that program.

Second Day:

Have a "mock" radio broadcast of "The Best Years," with an announcer interviewing students who role-play remarkable persons. Tape record the "broadcast." You may wish to have an older adult take the part of the announcer.

IMAGE OF AGING

II

THE SKY'S THE LIMIT

GOAL

Become aware of and be able to identify ageist stereotypes in society.

OBJECTIVE

Students will learn that age does not necessarily limit how active a person is, but that negative stereotypes color thinking; and to change, one must recognize stereotypic thinking.

TIME: Two class periods

MATERIALS

Encyclopedia or biographies
Paper, pen/pencil

PROCEDURE

Have students define "stereotype". (An untruth or oversimplification about traits and behaviors. It is applied to each member of a group without regard to individual traits.)

Ask for examples of stereotypic attitudes toward handicapped people, young people, older people, ethnic groups, religious groups, and political groups. What can be done to change these attitudes?

Name people who have broken away from the stereotypic way of thinking and acting who are known in politics, entertainment, civic and social positions. (Examples are Pablo Picasso, Frederick Douglas, Benjamin Franklin, Katherine Hepburn, Albert Einstein, Bob Hope, George Burns, Pope John Paul II, Maggie Kuhn, Claude Pepper.)

Each student reads about someone and then puts together a report to present orally to the class.

IMAGE OF AGING

II

CAREFUL CARFULL

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will learn that it has been statistically proven that drivers, age 65 and older, have fewer accidents per person than do drivers under age 65.

TIME: One class period

MATERIALS

Ask someone from an automobile insurance company or a police officer to come speak to students about rates for drivers of various age categories.

Chart paper and felt-tip pens.

PROCEDURE

Statement: Aged drivers have fewer accidents per person than do drivers under age 65. TRUE.

Discuss this statement with students. (Older drivers have about the same accident rate per person as middle-aged drivers, but a much lower rate than drivers under age 30, according to the National Safety Council, 1976. Older drivers tend to drive fewer miles per year and apparently tend to compensate for any declines in perception and reaction speed by driving more carefully.)

Invite a representative from an auto insurance company or police officer to speak to students about this statement and to bring charts or other information which statistically show accident rates. Have a question-answer session following his talk.

Afterward, ask groups of 3-5 students to write a list of what they learned. Compare and contrast with lists from other groups.

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IMAGE OF AGING

II

LEARNING IS FOREVER

GOAL

Become aware of ageist stereotypes in American society.

OBJECTIVE

Students will learn that all people need to be seen as individuals, each with a capacity to share knowledge and skills.

TIME: Two class periods

PROCEDURE

Ask what "old" means. Do students agree? How do other societies define "old"?

What can a 12 year old do that a 30 year old, 50 year old, and 70 year old cannot do? What can someone who is 30 years old do that a 12 year old cannot do? What can a 70 year old do that a 12 year old cannot do?

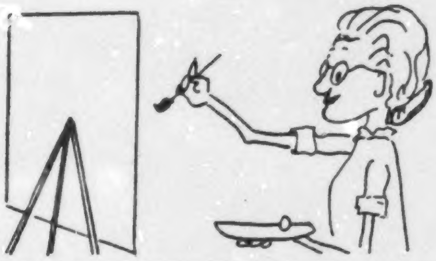
Are there activities that older people cannot do any longer? Is it true for all? How much depends upon health and attitude? Are health and attitude important at other ages?

Should people stop doing anything which they like to do and can do well? State reasons.

Why must some people retire at a certain age in the United States? Learn about the Age Discrimination Act. What was Social Security originally meant to do?

What are some types of work needed by American society that many older people could do? Why do people function better when they feel useful?

MATERIALS



Students bring in pictures, drawings, or paintings of older people engaged in work or other contributions to society. Relate to discussion as they are appropriate.

IMAGE OF AGING

II

THE BEAT GOES ON

GOAL

Become aware of ageist stereotypes in American society.

OBJECTIVE

Students will learn that people of all ages compose songs and sing and play music, and that folk music expresses moods and stories about life.

TIME: One class period

PROCEDURE

Talk about folk music as a form of story telling that expresses many moods and feelings. Play a new folk tune for students. You may wish to copy the words to some of the songs you play so students can follow along.

Discuss areas of the United States which have produced folk music—the west, mountains, plains, sea areas, etc.

What age does a person need to be to compose or play music?

What instruments can you hear in folk music (if playing record or tape)? Why might these instruments be used?

MATERIALS

Record or tape player

Folk music on record or tape by Burl Ives or other folk music singer. Obtain from a library if you do not have.

Or, invite someone to sing and play folk music for students and tell how interest was developed.

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SHIFTING GEARS

GOAL

Identify myth and reality in statements about aging.

OBJECTIVE

Students will learn that most older people are not set in their ways and unable to change, as adjusting to change is part of all living.

TIME: One class period

MATERIALS

Survey sheet on "Change" for each student's use. May use, adapt, or change format to fit needs.

Tell about "Change" in your own lifetime:
- In transportation
- In space technology
- Types of food available
- Radio, television and computers
- Recent changes in your life

PROCEDURE

Before lesson: Give each student a copy of the survey sheet suggested to interview one older or elderly person. It is to be done by the day of the lesson.

On day of lesson:

Statement: Most old people are set in their ways and unable to change. FALSE.

Discuss statement with class. There is some evidence that older people become more stable in their attitudes, but most older people do change and adapt to the many major events that occur in old age such as retirement, children leaving home, death of a spouse, moving, and serious illness.

Have each student share findings from the interview conducted prior to the lesson.

TRUTH IN ADVERTISING

GOAL

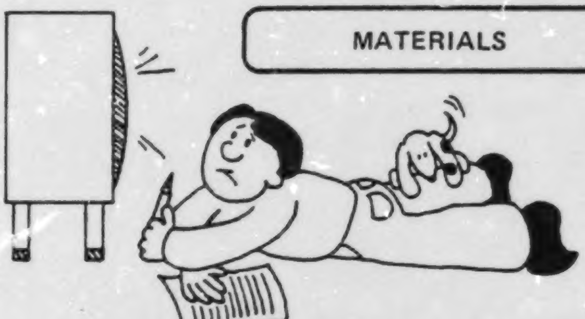
Become aware of ageist attitudes and practices, including their own, in literature, media, and social institutions.

OBJECTIVE

Students will learn that television advertising frequently conveys ageist stereotypes.

TIME: One class period

MATERIALS



Paper
Pens/pencils

PROCEDURE

Begin by making a list of television ads children have recently seen. Ask students which ones depict people only as having problems. Do ads make older people seem to be unhealthy? Are there ads that show healthy active older persons?

Act out some of the ads. How do you feel when you portray someone in a negative way? How might advertisers change an ad to tell about a product, but not be negative? Have each class member write a letter to a sponsor to compliment or criticize them for their treatment of older adults in their advertising.

Language Arts READ

FACES IN HISTORY

GOAL

Identify people in life who exemplify positive examples of aging and being older.

OBJECTIVE

Students will learn that throughout history, many important contributions have been made by older people.

TIME: One class period

PROCEDURE

Point out that Ben Franklin, at age 81, paved the way for adoption of the United States Constitution. What role did he play in this historical event? Why weren't his ideas accepted at first? Why did others resent his ideas? What did he do? Ben Franklin was more than a statesman. What were some of his other talents? Have students research his life.

What are the ages of the current United States Supreme Court justices? What is their work? Are there any people in Congress who are over age 65? Discuss the type of work they do.

Have students compare Ben Franklin with Claude Pepper, member of the House of Representatives and Chairman of the Select Committee on Aging. (1982)

MATERIALS

Class history book
Books about Ben Franklin

PREPARATION FOR AGING, LEVEL I – Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	Bank It			X	X				X		
	Class Gardens		X		X				X		
	Food For Thought		X	X							
	The Four Seasons			X	X				X		
	Giving Threes			X					X		
	Let Nature Take Its Course	X		X					X		
	Let's Collect			X	X				X		
	Let's Remember			X					X	X	
	Life Lessons			X					X	X	
	Lifelong Learning		X	X							
	Make Sense Of It		X	X					X		
	Meal Marvels	X	X	X							
	Moving On	X	X						X		
	Musical Pursuits			X		X					
	Pet Memories	X		X					X		
	Picture Of Health	X	X				X				
	Planning Power	X			X						
	Playful Pastimes		X	X							
	Poster Power	X	X	X							
	Save For Fun				X	X					
	Seasons And Change	X		X					X		
	Seed Cycle				X				X		
	Time Of Life And Death			X					X	X	
	To Market, To Market		X	X						X	
	Wish Upon A Star	X		X							X

Copy this for your record-keeping purposes.

I

FOUR SEASONS

GOAL

Death is a natural and inevitable phenomenon for all living organisms.

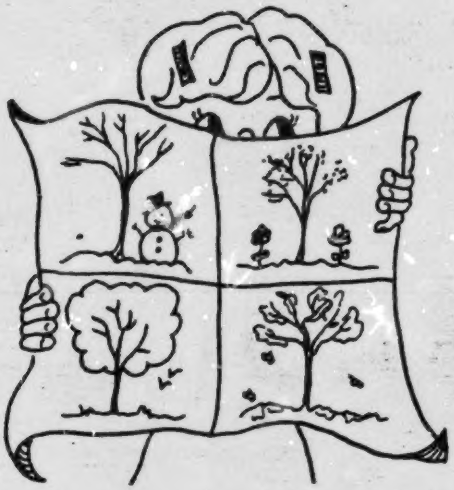
OBJECTIVE

Students will develop awareness that death is part of the natural cycle of all life.

TIME: One class period

MATERIALS

Construction paper
Markers or crayons



PROCEDURE

ACTIVITY WHICH CAN BE USED FOR THE DEATH OF A FRIEND OR RELATIVE.

Discuss living and dying by using the comparisons and contrasts of the four seasons:

—What are the four seasons?
—How are they different from one another?
—What happens during each season?
—Do the changes occur all of a sudden?

Ask students if they have ever lost a relative or friend in death. Let them talk about it and about their feelings.

Have the children draw pictures of a tree during the four seasons. Afterward, ask them to relate those seasons to a person's life. Many may begin to recognize that death is like autumn when the leaves fall off of a tree or like winter when a tree is alone and all life seems to be gone from it.

I

GIVING TREES

GOAL

Death is a natural and inevitable phenonemon for all living organisms.

OBJECTIVE

Students will develop awereness of the natural death of plants and of death due to having an essential need such as enough water, air, or light not met.

TIME: One class period

PROCEDURE

ACTIVITY TO BE USED TO DISCUSS DEATH AS IT RELATES TO PLANT LIFE.

Bring in some leaves from the yard. Ask students why these leaves have fallen from the trees. Compare the leaf that has no more life to the death of plants, flowers, and trees.

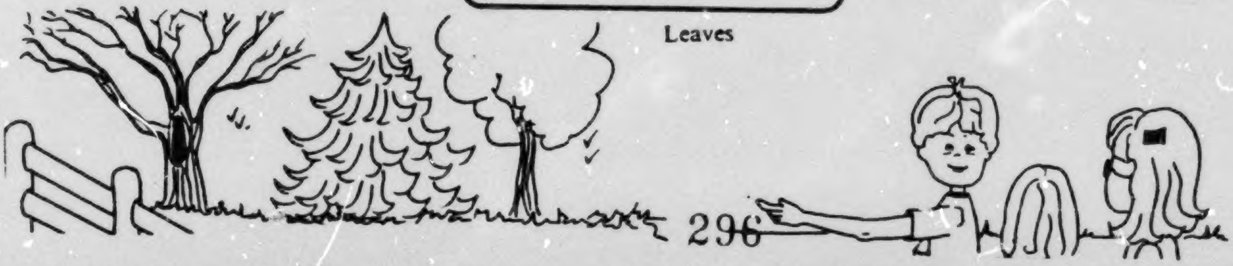
Discuss the meaning of death for a plant or leaf:

—What has happened?
—Do all plants die? Why?
—Have you had a plant that died?

Take the class out for a walk around the yard and have them observe different plants or trees that have lost their leaves or branches. Explore other possibilities of death such as the plant not having enough of some essential need being met—water, air, light, food, space, etc. When you return to the classroom, talk about what each saw and remembered.

MATERIALS

Leaves



PREPARATION FOR AGING

I

MUSICAL PURSUITS

GOAL

Educational pursuits can continue throughout life and all people are capable of learning and changing at all ages.

OBJECTIVE

Students will develop awareness that people can learn to play musical instruments at different ages and that learning new things can take place at all ages.

TIME: One class period

PROCEDURE

Talk with students about musical ability and talent. Some children develop it at an early age and others learn that they have this ability as the get older. Talent and practice are both important.

Invite 2-3 youngsters and 2-3 older guests who play instruments to come to the classroom with their instruments, if possible, to talk with students about the following:

—When they first began lessons;
—Why they chose this particular instrument;
—How often they practice;
—What they like about being in a band or orchestra, if they are or have been in one;
—Other points of interest to each individual.

Have each person perform a song. Allow time for students to take closer looks at all instruments and to ask questions.

MATERIALS

Make arrangements to have 2-3 students from your class or another class and 2-3 older guests talk about playing musical instruments and play them for the class.

PREPARATION FOR AGING

I

LIFE LESSONS

GOAL

Death is a natural and inevitable phenomenon for all living organisms.

OBJECTIVE

Students will be able to express themselves in words about their own emotions toward death and separation.

TIME: One class period

MATERIALS

None

PROCEDURE

ACTIVITY WHICH CAN BE USED FOR THE DEATH OF A RELATIVE OR FRIEND.

Write the sentence, "Life sometimes has sadness." on the board. Ask students to give examples of some sad things such as the following:

—When someone got hurt:
—Being disappointed;
—A pet animal dying;
—A relative or friend who died.
  Who was the person?
  How old were you when this person died?
  Were you close to this person?
  Have you been able to talk about it and to cry?

Let students express their ideas about death along with experiences. Have each talk about what he or she remembers about the person, leading to the understanding that death is a natural experience everyone has or will have to go through when someone dies who was close to them.

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PREPARATION FOR AGING

I

POSTER POWER

GOAL

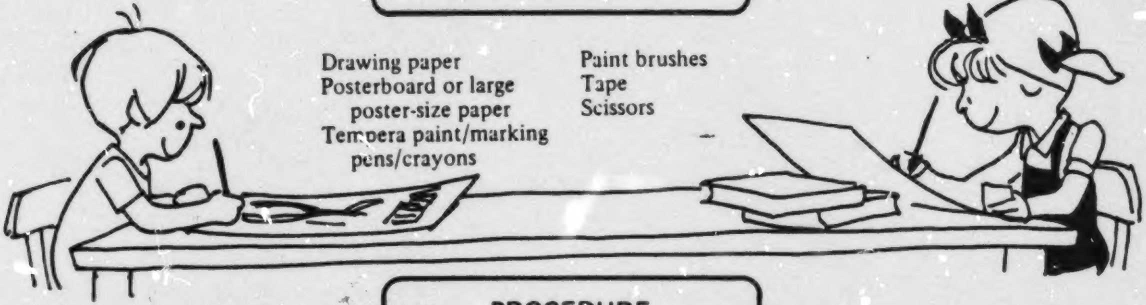
Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

Students will be made aware that good eating and health habits must be kept up all of one's life to stay as healthy as possible.

TIME: Two class periods

MATERIALS



Drawing paper
Posterboard or large poster-size paper
Tempera paint/marking pens/crayons
Paint brushes
Tape
Scissors

PROCEDURE

Plan a classroom advertising campaign to encourage good eating and health habits.

Make a list of good eating and health habits with students. Next, have them think up slogans that relate to nutrition and good health habits. Print several of these on the chalkboard. After 4-5 good slogans have been selected by students, give each drawing paper to plan how they want to sketch one of the slogans so that it is cleverly done. Urge students to be as creative as they can be. Once the sketches are finished, give posterboard or large poster-size paper to students to transfer their sketch ideas to make their real poster using tempera paint, marking pens, or crayons.

When posters are compeleted, display them around the classroom and school.

PREPARATION FOR AGING

I

PLAYFUL PASTIMES

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

Students will be able to explain that having hobbies and interests is important throughout life.

TIME: Two class periods

MATERIALS

Invite students to bring in hobbies and special interest projects.

Invite older guest for second lesson.

PROCEDURE

Before first lesson: Ask students to bring in their hobbies to share with the class and leave on display until the second lesson, if appropriate.

First Day:
Set time aside for each student to share his or her hobby or special interest. Then, talk about the types of hobbies and interests older people enjoy. Prepare a chart listing as many as students can recall.

Discuss that good health habits are not only related to food and exercise, but that they also relate to having a healthy mind.

Second Day:
Ask an older guest to review the students' chart of hobbies and to talk about how hobbies help older people and why it can be such a good idea to begin enjoying hobbies as a youngster. Have the guest share his or her hobby and relate it to student hobbies, if possible.

PREPARATION FOR AGING

I

SAVE FOR FUN

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Students will develop awareness that they must work hard, plan, and save for things they want to have.

TIME: Two class periods with the "saving project" between the lessons.

MATERIALS

Plan ahead for a group of older adults to put together a musical program for students.

PROCEDURE

First Day:
Tell students that they are going to have a project where they save up "earnings" in order to have some special visitors come to class who will put on a talent show for them. Each student must earn "$20" in his or her savings account. Have everyone make a booklet for their savings account. Following are some suggestions for earning their way to the talent show:

—Good work in academic subjects;
—Listening attentively;
—Cooperation;
—Effort;
—Completion of work on time;
—Other suggestions you and your students decide upon.

Have students keep track of how much they have in their account and how much they still need. Continue for no longer than one week so that student motivation is maintained.

Second Day:
When all students have "$20" in their savings account, have the musical program.

PREPARATION FOR AGING

I

LIFELONG LEARNING

GOAL

Educational pursuits can continue throughout life and people are capable of learning and changing at all ages.

OBJECTIVE

Students will develop awareness that people continue to learn new things and to change throughout their lives.

TIME: One class period

PROCEDURE

Read something interesting from a book, magazine, or newspaper to the students and ask them to pay close attention so that they can talk about what they learned. Afterward, discuss and list things learned on chart paper. Talk about the idea that people need to keep learning throughout life because there is always something new to learn about and because people stay mentally active by learning new things.

Invite the principal, secretary, custodian, or other guests to talk with students about something they have recently learned and about ways that they are changing even as adults.

MATERIALS

Invite the school principal, secretary, custodian, or other guests to talk with students about something they have learned recently and how they keep learning new things.

Prepare something to read to students that is newsworthy.

PREPARATION FOR AGING

I

PET MEMORIES

GOAL

Death is a natural and inevitable phenomenon for all living organisms.

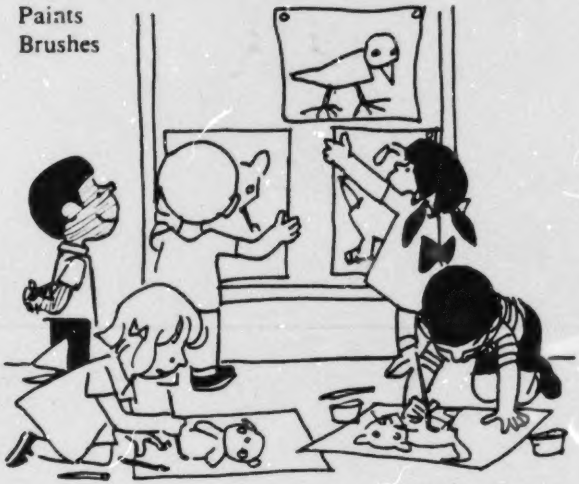
OBJECTIVE

Students will develop awareness that death is a part of the life cycle.

TIME: One class period

MATERIALS

Paper
Paints
Brushes



PROCEDURE

ACTIVITY TO BE USED TO DISCUSS DEATH OF A PET.

If a student has had a pet die—or if a classroom pet dies—talk about the pet and about what happened.

- —How do they **feel** about this loss?
- —What can they **do** about it?
- —Who can they **talk to**?

Through the discussion, talk about the fact that death is part of the life cycle.

Have students make paintings of a pet that they have had or still have—or one they like that belongs to a neighbor or friend. Put the pictures up on a bulletin board along with each pet's name.

PREPARATION FOR AGING

I

CLASS GARDENS

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

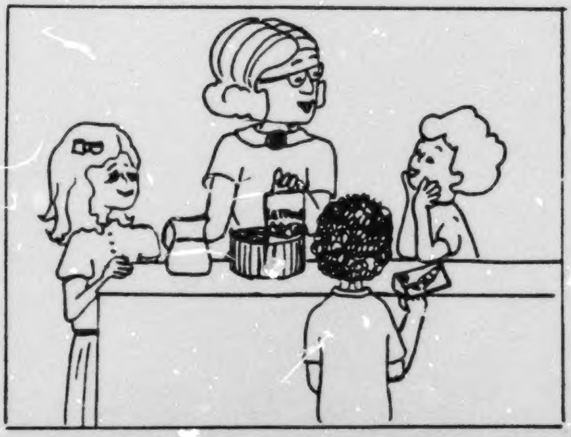
Students will develop awareness of what is needed to grow some fresh vegetables.

TIME: One class period plus "care-taking" time.

MATERIALS

Invite one or two older persons to talk with students about gardening.

Chart paper
Gardening supplies and seeds



PROCEDURE

Ask one or two older persons to come and discuss vegetable gardening. Have them help students plant vegetable seeds and label them. Talk about what is needed to care for each. Write directions on chart paper for caring for each of the vegetables planted. Tend plants as is needed until students can eat the vegetables.

PREPARATION FOR AGING

Language Arts I

LET'S REMEMBER

GOAL

Death is a natural and inevitable phenomenon for all living organisms.

OBJECTIVE

Students will develop awareness that the death of someone causes many feelings which need to be talked about.

TIME: One class period

MATERIALS

None

PROCEDURE

ACTIVITY TO BE USED FOR THE DEATH OF A LOVED ONE.

If the occasion arises that a child has lost through death a parent, relative, or friend, use this opportunity to discuss death, separation, and loss.

Seat students in a circle or in some comfortable grouping. Have the child talk about the death, expressing any grief, guilt, or other feelings that might surface. Talking is necessary because children are often full of misconceptions about death.

After enough discussion time has elapsed for the child, ask if anyone else has lost a relative or friend through death. Let the students talk as it can help all to realize that death touches everyone at some time.

PREPARATION FOR AGING

Language Arts I

TIME OF LIFE AND DEATH

GOAL

Death is a natural and inevitable phenomenon for all living organisms.

OBJECTIVE

Students will develop awareness regarding their thoughts and feelings about death.

TIME: Two class periods

MATERIALS

Invite someone to talk with students about death in a manner that is appropriate for this age group.

PROCEDURE

ACTIVITY WHICH CAN BE USED FOR THE DEATH OF A RELATIVE OR FRIEND.

First Day:
When the occasion arises that a student or the class has experienced the death of a loved one or friend, discuss the topic of death, separation, and loss so that all can express their feelings, fears and questions. Have a discussion about the type of ways one can express thoughts and convey feelings.

Also, make a list of words about death and feelings so that they can write about it in some way if they wish.

Second Day:
Have someone come to the class and talk about death in a way that is instructive and sensitive. It may be an older person, friend, nurse, school psychologist, or other appropriate choice. Allow time for students to ask questions.

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PREPARATION FOR AGING

I

LET'S COLLECT

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Students will develop an awareness that hobbies can be fun, a learning experience, and a way of understanding the value of collectables.

TIME: One class period plus on-going collection of stamps as a class activity.

MATERIALS

Invite an older adult to talk with the class about being a collector.

Photo album or binder.

PROCEDURE

Discuss with students that many people collect stamps, coins, objects, etc. because it is fun to do and because they can increase in value as time goes by and can be a good investment. Learning about these hobbies can help students become interested in longer-range planning.

Invite an older guest who is a collector to talk with students about collecting things as a hobby. Have the person share how he or she began and how it has been a source of enjoyment.

As an outgrowth of the discussion, begin a classroom stamp collection (or other type of collection). Have students ask their parents and others to save interesting cancelled stamps for them to bring in to school. Keep them in an expandable album or binder. Label them as they come in. Help students grow in their understanding of collection hobbies.

PREPARATION FOR AGING

I

MAKE SENSE OF IT

GOAL

Educational pursuits can continue throughout life and people are capable of learning and changing at all ages.

OBJECTIVE

Students will develop awareness that people can enjoy learning new things throughout their lives.

TIME: Two class periods

MATERIALS

Invite one or more older adults to come to talk with students about fruit and vegetable gardening and to return to do an experiment with them.

Ingredients and equipment necessary for fruit and vegetable experiment.

PROCEDURE

First Day:
Ask one or more older adults to talk with students about fruit and vegetable gardening. Ask the following questions to both the adults and the students:

—What are your favorite fruits and vegetables?
—Do you like something now that you did not used to like? What is it?

Plan a time to taste many kinds of fruits and vegetables as a class experiment. Besides tasting them, plan to taste without being able to see or to smell while tasting to learn whether those senses make a differences in what the students can taste. Ask for volunteers to bring in a fruit or vegetable which can be cut up and shared with the others. Explain the project in a note to parents.

Second Day:
With the help of adult guests, cut up fruits and vegetables in a manner appropriate to the classroom setting. Depending on the number of older adults participating, you may have students work with small groups and one adult. Have children taste each fruit and vegetable first without seeing it or smelling it; second, without seeing it but being able to smell it; and third, by seeing and smelling it.

Discuss what each person learned through the experiment after everyone has had several turns.

PREPARATION FOR AGING

I

PICTURE OF HEALTH

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

Students will be able to explain why there is a need for on-going physical activity throughout life.

TIME: One class period with time for small group work on collage.

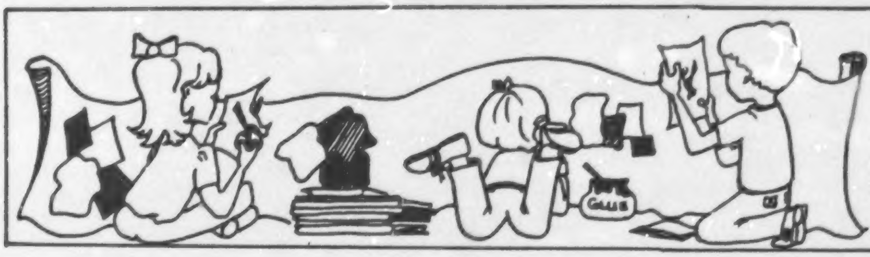
PROCEDURE

Discuss with students ways of maintaining a healthy body throughout life and that exercise is vital for persons of all ages. Do older people have to do less, as a general rule?

Ask students to cut out pictures and words from newspapers and magazines about people of all ages who are engaged in physical activities. It is important for students to see that many older people dance, jog, ski, swim, walk, play tennis, etc.

Organize the class into small groups to make a collage which shows a wide age-span of persons engaged in physical activity using pictures and words.

MATERIALS



Large paper for collage
Magazines and newspapers
Glue
Scissors

PREPARATION FOR AGING

I

BANK IT

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Students will develop awareness of the need to plan ahead and to work toward doing something special.

TIME: One class period plus time to mark chart and to see puppet show.

MATERIALS

Plan ahead with a teacher of older students to put on a brief puppet show for younger students.

Chart for recording points earned.

PROCEDURE

Talk about the idea of having to work for something special. Tell students that some older students have planned a special puppet show for all to come and see when each earns ten points. Stress that all will get to see it as soon as they have earned the ten points.

Together, decide ways for students to earn the points such as by being good listeners, cooperative workers, cleaning up after themselves, sharing classroom games and puzzles, doing neat or perfect work, and so forth. Tell students that they will need to earn ten points to go to the puppet show. Set time aside each day to post the points and to have those students go who have earned the necessary points. Bring the project to closure within five school days so that waiting does not become too difficult for the last ones.

I

TO MARKET, TO MARKET

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

Students will develop awareness that each person needs to learn good nutrition to maintain good health habits.

TIME: One class period

MATERIALS

Invite an older guest to speak to students and to participate in a role-play.

Nothing is needed unless desired for role-playing activity.

PROCEDURE

Invite a guest in his or her 60's or older to visit. Have that person talk about grocery shopping in the 1930's and 1940's. What kinds of foods were available? How were things wrapped? Were there supermarkets? Were there frozen foods? Was there "junk food?" Did people use shopping baskets when they shopped? Let the children also ask other questions.

That era did not have pre-packaged foods and television advertising. Did people eat more nutritious foods than they do now? Everyone needs to learn which foods to eat more of and which to eat less of to maintain good nutrition.

Have small groups of children pretend they are going grocery shopping with the older guest back in the days before supermarkets. Role-play what the shopping trip might have been like.

I

MEAL MARVELS

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

Students will be made aware that having nutritious food habits is essential to be as healthy as possible throughout life.

TIME: One or two class periods

PROCEDURE

Have students cut out pictures of food from magazines and newspapers. Discuss the value of eating nutritious foods each day from all food groups. Which pictures show foods that are nutritious?

Have students use the pictures of foods that they have cut out to put together a picture of a tasty, balanced meal. Afterward, have all share their pictures and discuss them.

MATERIALS

Magazines and newspaper advertisements of foods.
Drawing paper
Crayons

PREPARATION FOR AGING

I

MOVING ON

GOAL

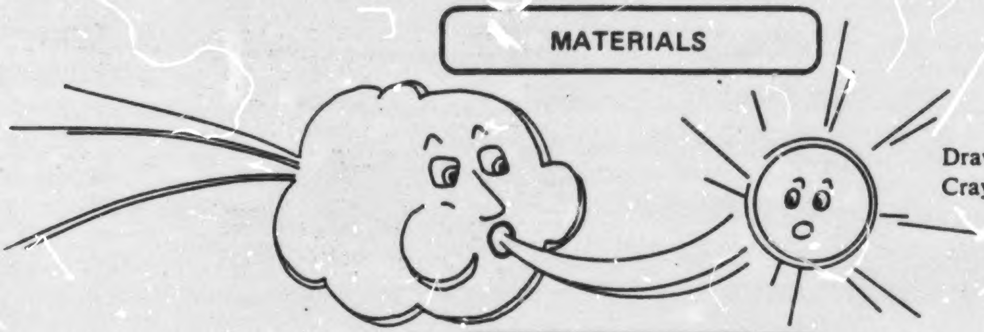
Educational pursuits can continue throughout life as people are capable of learning and changing at all ages.

OBJECTIVE

Each student will learn that change is a natural part of life and that everyone experiences it.

TIME: One class period

MATERIALS



Drawing paper
Crayons

PROCEDURE

Ask the children what they know about the meaning of "change". Have them give examples as seen in the following: seasons, weather, plants, friends, toys, television programs. How do they adapt to the changes? Then, discuss change that occurs at various stages of life and what the differences are:

Loss of a tooth at age 7;	Loss of a tooth at age 70.
Break an arm at age 7;	Break an arm age 70.
Move to a new town at age 7;	Move to a new town at age 70.

Have children draw pictures showing examples of change that has come into their lives. Share with class.

PREPARATION FOR AGING

I

LET NATURE TAKE ITS COURSE

GOAL

Learn and accept that death is a natural and inevitable phenomenon for all living organisms.

OBJECTIVE

Each student will recognize and accept death in a more understanding manner.

TIME: One class period

MATERIALS

Pictures of former pets
Paper and art supplies

PROCEDURE

Activity to be used to discuss death as it relates to a pet

Before day of lesson:
Invite children to bring a picture of a pet that has since died.

Ask the children if they have had a pet that has died, discussing their sad feelings and the importance of being able to cry and express sorrow or grief.

—How did the pet die?
—What did you and your family do?
—Did you get another pet?

Allow children to create a bulletin board with drawn pictures or photos of pets. For youngsters who have not had an experience such as this, allow them to draw a picture of a pet that died which belonged to a neighbor or friend.

I

WISH UPON A STAR

GOAL

Understand that educational pursuits should continue throughout life, and people are capable of learning and changing at any age.

OBJECTIVE

Each student will learn that there is a kind of dreaming that can lead toward future learning and change.

TIME: One class period

MATERIALS

Drawing and writing paper
Art supplies and pencils

PROCEDURE

Tell the class that they get to pretend they are a king or queen for a day.

—What would they like to do?
—What do they want to happen on that day?

After they draw pictures of themselves, have them write about their special day.

Afterward, have each talk about the picture and story. Discuss with them that many people's future educational and career plans begin with their hopes and dreams, and these kinds of dreams can lead them toward learning new things.

I

THE FOUR SEASONS

GOAL

Educational pursuits can continue throughout life and people are capable of learning and changing at any age.

OBJECTIVE

Each student will be more aware of how all people change throughout life.

TIME: Two class periods

PROCEDURE

First Day: (in the early part of the school year)
Begin by having students work together in small groups with reference materials to find out information about the four seasons of the year. After 15 minutes, let each group present a report about one or two interesting facts that they found.

We also have "seasons" to our lives. We grow and change. Sometimes it is hard to realize that, as it happens slowly. Have each student write down the following information which is to be kept until the second day's lesson.

—I am _____ tall and weigh _____ pounds.
—My favorite toy is my ______________________.
—My favorite television show is ________________.
—My 3 closest friends are _______, _______, and _______.
—I want to learn about ________________________.
—If someone gave me a gift, I would like ____________.

Second Day: (toward the end of the school year)
Give the students the same activity sheet to fill out a second time. Afterward, pass out completed first sheet for them to compare and note changes. Go over concepts about change from the first lesson.

MATERIALS

Reference books about seasonal changes.
Forms for the activity on change, 2 per student.

PREPARATION FOR AGING

I

FOOD FOR THOUGHT

GOAL

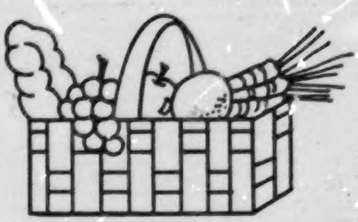
Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

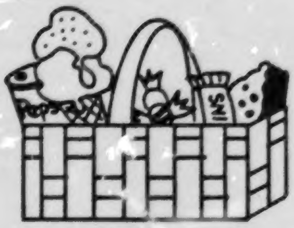
Students will begin to learn why some food is good for them and why some is not; and that good food helps develop and maintain good health.

TIME: One class period

MATERIALS



Old magazines
Scissors
Two baskets



PROCEDURE

This activity can be used well at Thanksgiving or in conjunction with a unit on nutrition and food groups.

First Day:
Have two large paper baskets. Ask students to cut out pictures of healthy, good food and to put the pictures into the basket for good food. Put "junk food" pictures into the other basket. Discuss both types of foods.

Second Day:
Take each picture out of the baskets and decide if it was placed there correctly. If not, talk about why not and place it in the correct basket. Talk about the need to know good foods so that they eat them.

PREPARATION FOR AGING

I

SEED CYCLE

GOAL

Death is a natural and inevitable phenomenon for all organisms.

OBJECTIVE

Each student will recognize death of one type of life as a natural part of the life-cycle.

TIME: Parts of 3 class periods plus daily recording of data for 10 days.

MATERIALS

Charts to record growing data for 10 days.
Lima bean seeds and other seeds.
Jars.
Paper towels.

PROCEDURE

Activity to be used to discuss death as it relates to plant life.

Bring lima bean seeds to students to plant, and bring other types of seeds for students to view closely. Give children see-through jars and wet paper towels which they keep moist during the 2 weeks. They place the lima bean seeds between the side of the jar and the wet toweling. Give each student a chart on which to record information each class day about their seeds. Talk about how the seeds have to die in order to open and give forth new life. Let them record on their charts what they see happening and how the seed is bringing forth new life.

At the end of one week, and again at two weeks, talk together about what has occurred with the bean seed. How are the bean plants each different from one another? Discuss growth, change, and death of plants as part of the life-cycle.

PLANNING POWER

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Each student will become aware of the need to plan for what he or she wants to have.

TIME: Two class periods

PROCEDURE

To help youngsters realize the time and hard work necessary to obtain what they would like, plan a way for them to earn tokens.

First Day: Have each student make a bank out of a milk container or juice container which has been washed out clean. It will be used for savings tokens—styrofoam chips, beans, paper disks, etc.

Second Day: Tell them how they can earn tokens:

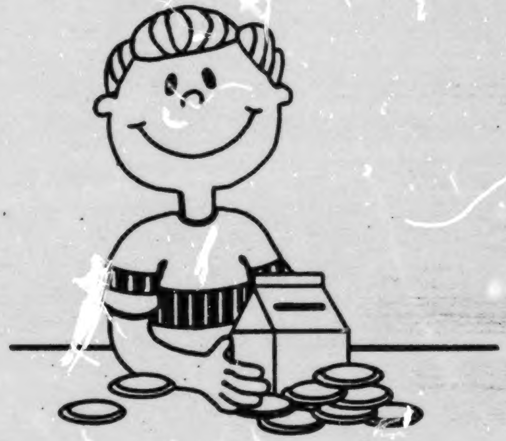
—Having work done neatly;
—Having work done completely;
—Being ready to start when the bell rings;
—Showing kindness to classmates;
—Listening;
—Following directions.

Suggested rewards:	3 TOKENS	5 TOKENS	10 TOKENS
(Use your own choices if you prefer.)	Picture from a greeting card.	Special sticker.	New pencil

Keep banks. Repeat activity every so often.
Present awards at day's end.

MATERIALS

Milk or juice containers for banks.
Other materials as are necessary for rewards.



PREPARATION FOR AGING, LEVEL II — Curriculum Coordination Matrix

✓ after lesson is taught.	Title of Lesson Activity	Art	Health	Lang. Arts	Math	Music	P.E.	Reading	Science	Social Studies	Writing
	A To Z Activity	X	X								X
	Ad Analysts		X	X							X
	Body Sense		X	X			X				
	Budget Buys		X		X						
	The Cost Of Living		X		X					X	
	Decisions, Decisions!			X	X						X
	A Diamond In The Rough		X	X							X
	Ebb Tide			X					X		
	Everything Changes			X				X	X		
	First Things First			X	X						X
	Global Learning			X						X	
	Health Wealth		X	X			X				
	Healthy Habits		X	X							X
	Hear! Hear!			X						X	X
	Hobby Discovery		X	X							
	Imagination Stimulation		X	X				X			
	Learning Never Stops		X	X							
	Movie Money Strategy			X	X						
	On My Epitaph . . .				X			X			X
	A Pet			X	X						
	The Saving Play			X	X						
	Shop Talk		X		X						X
	What Is Hope?			X				X			X
	Work Toward A Better Tomorrow			X						X	X
	Written Expressions		X							X	X

Copy this for your record-keeping purposes.

PREPARATION FOR AGING

II

TIME: One class period

A to Z ACTIVITY

GOAL

Educational pursuits can continue throughout life and people are capable of learning and changing at all ages.

OBJECTIVE

Students will develop awareness that there are many ways they can begin learning which can grow and continue throughout life.

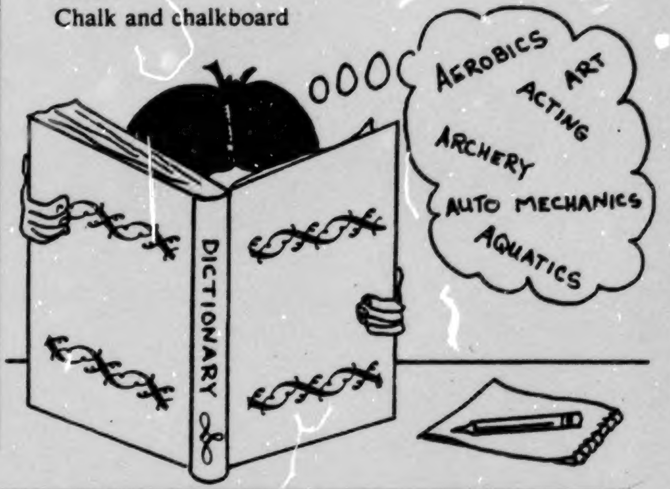
PROCEDURE

Think together about making a list of hobbies, games, and sports by brainstorming all of the ones that come to mind. Have students try to name at least one thing for each letter of the alphabet—art, basketball, chess, etc. Have them check an encyclopedia or dictionary if they need to do so. Once they have as many as they can find, have them mark which can be enjoyed by young persons, which can be enjoyed by older adults, and which can be enjoyed by old and young alike.

Have each student research the history or find something out about one of the hobbies, games, or sports, illustrating what was written. Then, place all into a folder to be enjoyed by everyone.

MATERIALS

Writing paper
Pens/pencils
Folder
Chalk and chalkboard



PREPARATION FOR AGING

II

TIME: One class period

WRITTEN EXPRESSION

GOAL

Death is a natural and inevitable phenomenon for all living organisms.

OBJECTIVE

Students will gain experience in expressing feelings and thoughts in written and oral language.

MATERIALS

Folder
Paper
Pens/pencils

PROCEDURE

ACTIVITY WHICH CAN BE USED FOR DISCUSSING DEATH OR A TRAUMATIC SITUATION.

Open with questions such as the following:

- — How do you feel about what has happened?
- — What does death mean to you?
- — Why do we all have to die?
- — Have you had a relative or friend die?

Have students write about what has happened, or about death in general, what it means to them, how they feel at this time, and how they cope with their feelings. Allow those who can and wish to do so to share their thoughts with the class by reading what they have written. For those who are confused, upset, and do not know how to express their feelings in other ways, writing can be a very helpful experience.

MOVIE MONEY STRATEGY

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Students will be able to explain that by planning ahead, they can often make their money do more for them than if they did not plan.

TIME: One class period

MATERIALS

FIRST
RUN
MOVIE
Matinee
2:00

Duplicate portions from the movie section of a newspaper along with information telling times of features and necessary cost information so that they can do the activity.

Paper
Pens/pencils

PROCEDURE

Have students practice decision-making as it relates to going to a movie.

Using portions from the movie guide of a current newspaper, have each student determine the cost of seeing a good film relating it to the following criteria:

— What would the cost be at a first-run theater in an evening? . . .afternoon? . . .bargain hour?

— What would the cost be at a neighborhood theater in the evening? . . .afternoon? . . .bargain hour?

— Figure out the cost of seeing a movie once a month with each of the above costs over one year.

After students have had time to figure out costs, discuss what they found out and the types of options available for seeing the same movie. Relate this to planning ahead on how to spend money in ways to make it go further.

FIRST THINGS FIRST

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Students will be able to explain the difference between "need" and "want" and why long-range financial planning is important.

TIME: One class period

PROCEDURE

Talk about the word "priority" with students. Help them list the priorities which have to be budgeted in families such as rent or mortgage payment, utilities, food, car payment for some people, and so forth. Then have them list other expenses such as taxes, insurances, and medical bills. Discuss why families often have to plan for special occasions, trips, gifts, and things that are "wants." Then, have each student make a list of three personal "needs" and three personal "wants." Have each prioritize both lists, discuss them, and explain the process used while putting the list together.

MATERIALS

Paper
Pens/pencils

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PREPARATION FOR AGING

II

HEALTHY HABITS

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

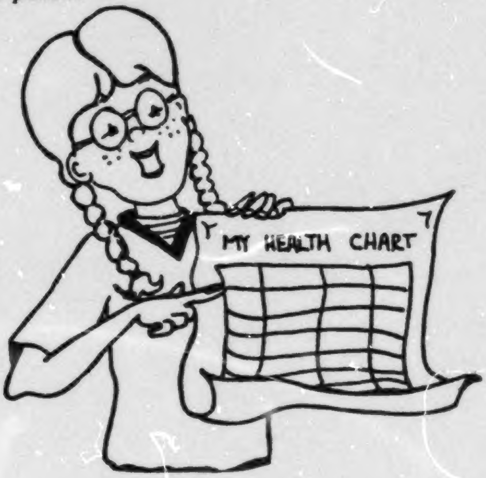
OBJECTIVE

Students will develop awareness of establishing good health habits.

TIME: Two class periods plus chart

MATERIALS

Duplicate the chart below for each student.
Pens/pencils



PROCEDURE

Prepare the following chart for each student on an 8½ " x 11 " paper so that there is room to write in each space:

Name:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Did I get enough sleep last night?						
Did I eat a nutritious breakfast?						
Did I eat a nutritious lunch						
Did I eat a nutritious dinner?						
What kinds of exercise did I do today?						

First Day:
Discuss the chart. Ask each student to keep a record of the items on the chart for one week. Have them try to improve when improvement is needed.

Second Day:
After the week of working on the chart, have students discuss their experiences and any changes that occurred. If they made changes, how do they feel? Talk about acquiring life-long health habits.

PREPARATION FOR AGING

II

HOBBY DISCOVERY

GOAL

Educational pursuits can continue throughout life and people are capable of learning and changing at all ages.

OBJECTIVE

Students will develop awareness that all people can continue to grow and learn throughout life.

TIME: Two class periods

PROCEDURE

First Day:
Have students discuss their hobbies and then talk about the idea that older persons also enjoy hobbies. Ask those who are able to do so to find an older adult who has a hobby. Have them ask the person how the hobby started and have them invite the person to the next lesson.

Second Day:
Ask students to introduce the older person whom they interviewed and to tell how they know one another. Then, have those persons share their hobbies.

MATERIALS

Design an invitiation to send with students to ask the persons interviewed to come to class for the second lesson.

PREPARATION FOR AGING

II

SHOP TALK

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Students will learn the need to plan as a tool used in decision-making.

TIME: Two class periods

PROCEDURE

First Day:
Tell students that they each have $5.00 to spend to plan nutritious menus for one day's breakfast, lunch, and dinner using sales advertising from the newspaper. Have them read an ad carefully, plan meals, and figure out what they can buy and how much or what size items. Have them work alone or in pairs.

Second Day:
Have students explain what they bought and spent. Talk about the nutritional value of the foods. Did some people have better plans than others did with their particular grocery store ad? Were prices for the same item different from one store to another? Talk about comparison shopping and planning menus based on seasonal values, using some items for more than one meal in different ways, and the need to look beyond just advertised specials.

MATERIALS

Enough grocery store ads from newspapers for all to have one
Paper
Pens/pencils

PREPARATION FOR AGING

II

BODY SENSE

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

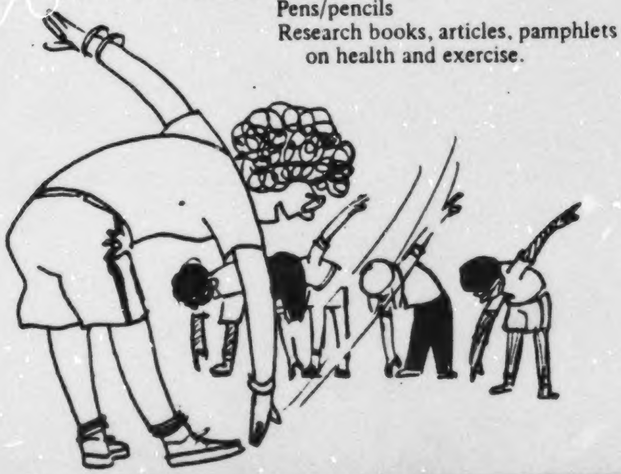
OBJECTIVE

Students will be able to explain why the body needs on-going exercise to stay supple, healthy, and active.

TIME: Two class periods

MATERIALS

Invite a physical education specialist and/or an active older adult for the class discussion on exercise.
Cards for note-taking
Pens/pencils
Research books, articles, pamphlets on health and exercise.



PROCEDURE

First Day:
Have each student research the following questions as well as others you select:

— Why do people exercise?

— What can you tell about a person who breathes deeply or has shallow breathing?

— How does exercise help the body and help the mind?

— How often should someone exercise?

— It is necessary for people of all ages to exercise? Why or why not?

Have students prepare notes for a class discussion documenting the sources of their information.

Second Day:
Invite a physical education specialist and/or an older adult who is physically active to listen to the class discussion on exercise and then to respond, clarify, and to ask questions of the students.

PREPARATION FOR AGING

II

GLOBAL LEARNING

GOAL

Educational pursuits can continue throughout life and people are capable of learning and changing at all ages.

OBJECTIVE

Students will develop an awareness of what it is like to begin to learn another language, and that persons of all ages can learn new things.

TIME: One class period

PROCEDURE

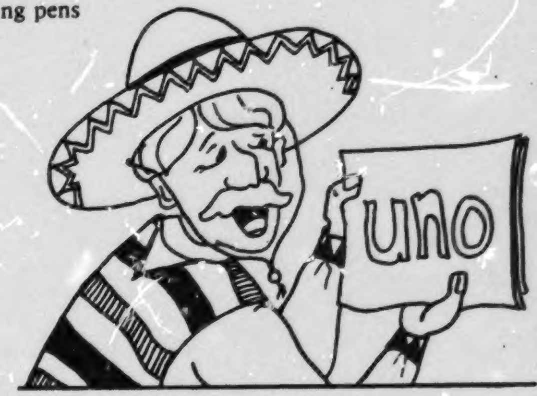
Discuss with the class that it is never too late for a person to learn something new and even for a person to go back to school. Tony Buzan, a psychologist, author, television and radio broadcaster, says that there is scientific evidence to support this idea. Two psychologists at a university taught retired people German and 50% of the class achieved or surpassed the standard expected of fourth year high school students. Have students speculate as to why the older people did so well.

Have a person who knows a language besides English come to teach students several words or phrases. Write the words on cards or chart-paper so that the class can practice even after the lesson ends. Also, talk about why people learn other languages and find out how many students have a second language which they can speak, write, or understand.

MATERIALS

Ask a person who knows a language besides English to come to class and teach students several words or phrases in that language.

Cards or chart paper
Marking pens



PREPARATION FOR AGING

II

AD ANALYSTS

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

Students will be able to explain how, without having sound logic, television advertising influences attitudes.

TIME: Two class periods

PROCEDURE

First Day:
Discuss that advertising shows both positive and negative attitudes toward maintaining good health habits throughout life. What is a good health habit? Have students note whether the ads they have seen on television are positive or negative in terms of helping people be in control of their own health. Have them give reasons for their responses and who they believe is the advertiser's intended audience for specific ads. Write this down and use for discussion in the second lesson.

Note: If you or someone has the use of a video-recorder, record several television ads and analyze them together in class.

Second Day:
Pool all information together learned about advertising. Compile a positive and negative list about ways ads influence health. After a discussion, group students to write an advertisement for television that is healthful, truthful, has good sales appeal, and is memorable because it is humorous or catchy. Have each group describe or role-play their ad for other students.

MATERIALS

Paper
Pens/pencils

PREPARATION FOR AGING

II

IMAGINATION STIMULATION

GOAL

Educational pursuits can continue throughout life and people are capable of learning and changing at all ages.

OBJECTIVE

Students will be able to list at least three ways that learning is needed to keep aware of change.

TIME: One class period

PROCEDURE

Discuss what "Adult Education" means. Pass out catalogs to students. After all have reviewed the catalog, have them jot down one or two questions about adult education or about an offering in the catalog.

Introduce an adult who has come to speak to students about adult education and about what might be learned through the program. Allow students time to ask questions.

MATERIALS

Invite someone knowledgeable about adult education to talk with class. Obtain catalogs from community adult education classes for each student.

PREPARATION FOR AGING

II

THE COST OF LIVING

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Students will be made aware of financial difficulties for those who are on fixed or reduced incomes.

TIME: One class period

PROCEDURE

Discuss the concept of reduced or fixed incomes. What are they? How do they affect people out of work and retired people? Have students list five consequences they can think of that might result from having a reduced or fixed income.

Invite a retired person who is living on a fixed income and/or a person who is laid off of work to listen to the students' perceptions of the types of consequences that would result from having a reduced or fixed income, and then to respond to the students by talking about the realities of such living. Have each talk about ways they make the money they have stretch as far as possible.

MATERIALS

Invite an older adult and/or someone laid off of work to talk with students about what it is like being on fixed or reduced incomes and ways to stretch each dollar as far as possible.

PAY
BILL
DUE
$

PREPARATION FOR AGING

II

A DIAMOND IN THE ROUGH

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

Students will develop awareness that words convey healthful and non-healthful ways of thinking.

TIME: One class period

PROCEDURE

Discuss with students the type of poetry called Diamanti. Explain it using the format below.

Line 1	Disease
Line 2	(two adjectives)
3	(three participles, "ed" or "ing" words)
4	(four nouns related to first and/or last words)
5	(three participles related to the last word)
6	(two adjectives)
	Good Health

Ask each student to write a Diamanti (meaning "a diamond") poem using the word "Disease" to start and "Good Health" to end. The first half of the poem relates to the first word; the second half relates to the last word. Follow the other rules as given. The first and last words of all Diamanti poems are opposites.

Once students have learned how to write diamanti poetry, let them try with opposite words of their own about health, nutrition, exercise, or hobbies.

MATERIALS

Writing paper
Pens/pencils

VITAMI
GOOD HEALTH
MILK

PREPARATION FOR AGING

II

LEARNING NEVER STOPS

GOAL

Educational pursuits can continue throughout life and people are capable of learning and changing at all ages.

OBJECTIVE

Students will develop awareness that people can continue to go to school throughout life.

TIME: One class period

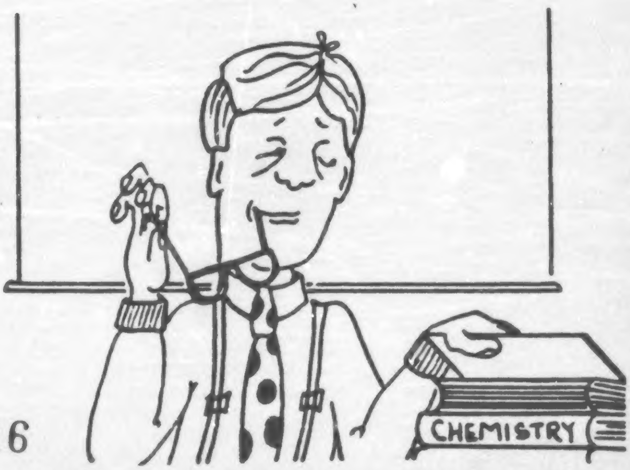
PROCEDURE

Discuss the idea that many people who are older return to school to continue their education. Tony, Buzan, a psychologist, author, television and radio broadcaster, states that the brain does not get rusty like an old machine. It can be brought back into high gear very quickly by putting it to use.

Invite an older adult who is going to school to come and speak to students about the experience. Have him or her talk about going back to school and about learning throughout life. Ask students to each prepare one question to ask the guest.

MATERIALS

Invite an older adult who is going to school to talk with students.



PREPARATION FOR AGING

II

DECISIONS, DECISIONS!

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Students will discuss how to make a decision as it relates to spending money thoughtfully and wisely.

TIME: One class period

PROCEDURE

Talk with students about the idea of decision-making. Ask them how they make decisions. Have them go through the following activity by themselves first and then discuss what decision-making strategies they used:

> **You have managed to save $10.00. Now you are going to spend the money. What are your choices? How will you make your decision?**

Next, have them talk in small groups with one another. Ask if any students have changed their minds either about how they would spend the money or about the strategies they would use in the decision-making process.

Apply what is learned to class decision-making needs that come up in the future, and expand upon it.

MATERIALS

Paper
Pens/pencils

PREPARATION FOR AGING

II

WHAT IS HOPE?

GOAL

Death is a natural and inevitable phenomenon for all living organisms.

OBJECTIVE

Students will recognize that there are a variety of responses about life and death situations.

TIME: One or two class periods

PROCEDURE

ACTIVITY WHICH CAN BE USED TO TALK ABOUT ILLNESS, FEAR, GLOBAL ISSUES, OR DEATH.

Note: Carefully preview whatever is chosen for use with this lesson.

The book, *HOPE FOR THE FLOWERS,* is a metaphor that can help students deal with very serious problem issues. Use it (or another book or film) as a springboard for this lesson. Afterward, but before a discussion, give students time to write down their reactions.

Utilize the following questions, if appropriate:
- What does the "more to life" mean to you?
- What is the "caterpillar pillar?"
- Who do you relate with in the story? Why?
- Why might this be a book used to help people who are sick, fearful, worried about global issues, or dying?
- For what age person do you think this book was written?

After all have had time to write, discuss the book and the variety of meanings it has for students.

MATERIALS

Book or film that helps students deal with their feelings about illness, fear, global issues, or death, such as *HOPE FOR THE FLOWERS,* by Trina Paulus, available in most bookstores in paperback.

PREPARATION FOR AGING

II

THE SAVING PLAY

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Students will develop awareness of the need to plan and to save as a process that will assist them throughout life.

TIME: Two class periods

PROCEDURE

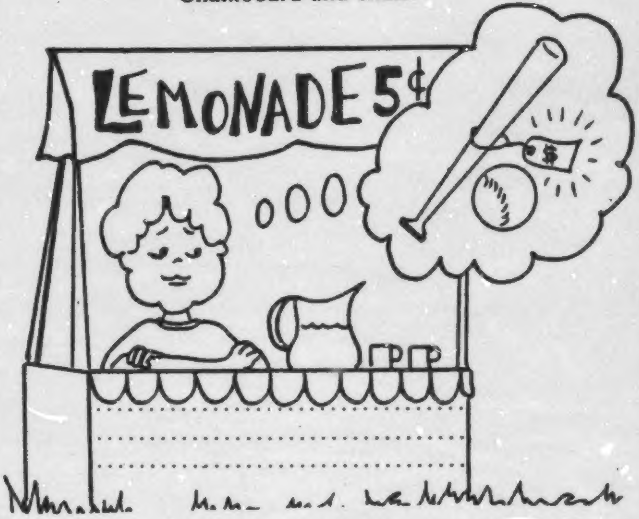
First Day:
As a class, discuss ways of earning money. List ideas on the chalkboard. Next, have students talk about something they have saved for that was special to them. What was it? How long did it take to save for it? How did they feel about finally getting it?

Then, have each student ask a parent about something he or she had to plan and save for and how it was done.

Second Day:
Let students talk about the types of planning and saving that families often do to be able to purchase something. Talk about the need for all people to organize, prioritize, and to plan financially.

MATERIALS

Chalkboard and chalk



PREPARATION FOR AGING

II

WORK TOWARD A BETTER TOMORROW

GOAL

Educational pursuits can continue throughout life and people are capable of learning and changing at all ages.

OBJECTIVE

Students will develop awareness that a person has to work at attaining goals at all ages of life.

TIME: One class period

PROCEDURE

Before day of lesson:
Talk with scouts in class about bringing awards, medals, and badges to share with others.

On Day of Lesson:
Explain to the class that people of all ages can learn new things. Ask students who are scouts to talk about how they set goals, earn badges, and about new experiences they have had as scouts. After they talk, ask them to display their badges, medals, and awards so that others can view them more closely. Talk about how people who are out of school can continue to learn and how they also set goals and work toward them.

Have each student write out three goals:
1) A goal to achieve this week;
2) A goal to achieve this month;
3) A goal to achieve this year.

Afterward, ask each to write specific objectives to help make those goals occur. Discuss the need to continually work toward both short-range and long-range goals and to frequently assess progress.

MATERIALS

Ask all of the boy and girl scouts in class to bring in awards, medals, and badges earned.

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PREPARATION FOR AGING

II

ON MY EPITAPH . . .

GOAL	OBJECTIVE
Death is a natural and inevitable phenomenon for all living organisms.	Each student will better understand the concept of death and will be more aware of why obituaries are put into the newspaper.

TIME: One or two class periods

MATERIALS

Obituary section from newspaper for each student.
Paper/pens, pencils.

PROCEDURE

Activity which looks at death and could be used at any time.

Pass out recent obituary sections from local or nearby newspapers to students. Ask them to:

1. Compute the average age of persons who died.
2. Compare data and compute the average age.
3. Report on information learned about people through what they read.
4. Write about themselves stating three qualities or traits they possess and of which they are proud.

PREPARATION FOR AGING

II

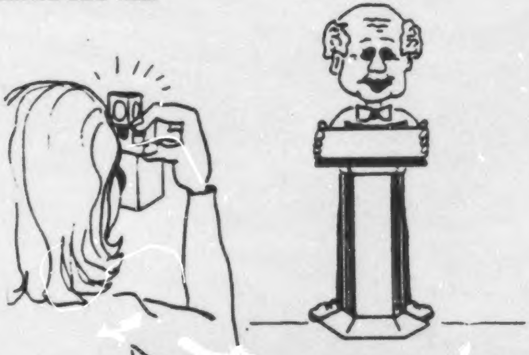
HEAR! HEAR!

GOAL	OBJECTIVE
Educational pursuits can continue throughout life and people are capable of learning and changing at any age.	Each student will grow in listening skills and be more aware of how people change and continue to learn throughout life.

TIME: Two class periods

MATERIALS

Invite an older person to class who is positive thinking and acting to be interviewed by students.
Folder.
Tape recorder and tape.
Paper, pens/pencils
Camera and film



PROCEDURE

First Day: Have an older person talk with students about the following topics, alerting her or him to talk about one topic at a time:

- —A description of a day of similar age to the students;
- —Major technological changes since youth;
- —Memories of historical events occurring during lifetime;
- —How music, sports, and other popular activities have changed.

Tape record talk. Photograph the guest speaker.

Afterward, have each student write a summary of one of the topics which will be shared during the next class.

Second day: Re-listen to the tape. Afterward, read several summaries of the themes the guest spoke about. Have students note accuracy or inaccuracy of what was written compared with what was said. Relate to newspapers, magazines, and television. Talk about the importance of accuracy and clarity in writing. Have students re-write and place summaries into a folder to be shared with all.

PREPARATION FOR AGING

II

EVERYTHING CHANGES

GOAL

Death is a natural and inevitable phenomenon for all living organisms.

OBJECTIVE

Each student will better understand the process of life and death as observed in plant and animal life.

TIME: Two class periods

PROCEDURE

Activity to be used to discuss death as it relates to plant and animal life.

First Day:
Bring some seashells to class. Begin lesson by having students write thoughts that come to them when they see an empty seashell. Discuss. The lifespan of sea animals differs from one another as does that of plant and animal life. Why does everything die? What is death? Discuss the meaning of death and life in terms of animal and plant life.

Second Day:
Have each student research changes that occur in various creatures as they go through phases of life, and write about one creature. Illustrate. When complete, have each share his or her report with class. Display. Note: Research can be done prior to second day's lesson.

MATERIALS

Seashells.
Book on seashells.
Other books to research life changes of animals, insects, and sealife.
Construction and writing paper.
Markers/pens/pencils.

PREPARATION FOR AGING

II

BUDGET BUYS

GOAL

Become aware of the importance for financial planning.

OBJECTIVE

Each student will have greater understanding of food expense and of the family's need to budget carefully in order to have enough wholesome food.

TIME: One class period

MATERIALS

Invite a cook from the school cafeteria or Senior Citizens Lunch Program to talk with students.

PROCEDURE

Discuss with the children that they are going to be visited by a person who does cooking for many people.

Have the guest talk about meal planning, nutrition, food costs, and food waste. How does a person cook for the elderly and how does one cook for young persons? What foods are not good for diabetics, people with heart disease, etc. Discuss ethnic cooking. Invite questions from students after the talk.

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II

HEALTH WEALTH

GOAL

Recognize the importance of developing and maintaining good health habits throughout life.

OBJECTIVE

Each student will be more aware of the importance of establishing good health habits early in life, so as to remain as healthy as possible as they grow older.

TIME: Two class periods

PROCEDURE

First Day:
Write on chalkboard: "What will I be doing when I am age 65?"

Ask students to think about what it will be like when they turn 65. Where might they be living? Why? Discuss what they might be doing at age 65, particularly if they have observed good health habits throughout life:

- —Eating nutritious foods;
- —Exercising regularly:
- —Utilizing relaxation methods;
- —Having hobbies and interests.

Talk about developing potential

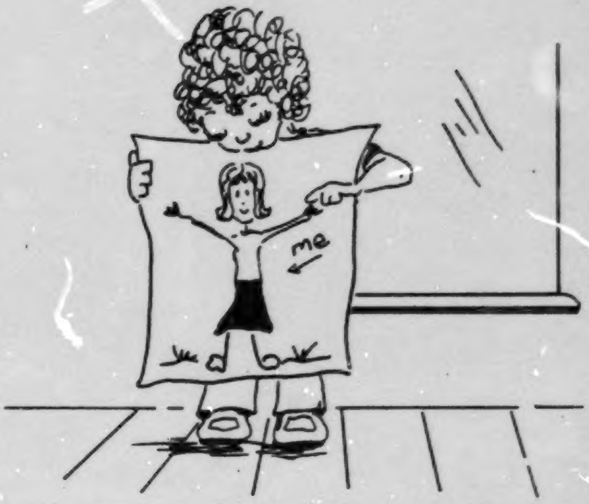
Second Day:
Make a chart with the following headings. List for current age and for age 65.

NUTRITIOUS FOODS	EXERCISES I ENJOY	WAYS I RELAX	HOBBIES I ENJOY

Afterward, have class discuss.

MATERIALS

Drawing paper
Art supplies as desired



II

EBB TIDE

GOAL

Death is a natural and inevitable phenomenon for all living organisms.

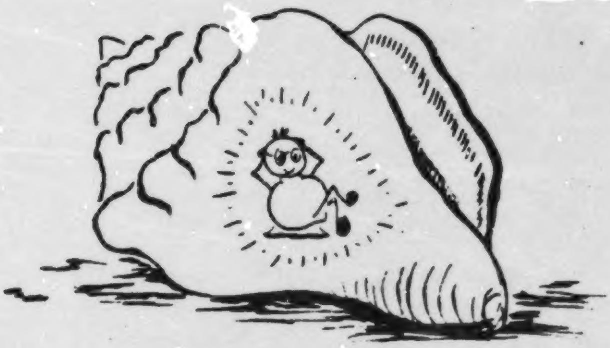
OBJECTIVE

Each student will understand more about seashells, shellfish, and about death especially as it relates to sea creatures.

TIME: Two class periods

MATERIALS

Sea shells.
Books on shell identification.



PROCEDURE

Activity to be used to discuss death as it relates to shellfish and can be extended to talk about death as it relates to a person.

First Day: Bring seashells to class. Discuss that there was once a living organism in each shell.

- —What is a shell?
- —What does a shell do? Does it have a purpose?
- —What has happened to the sea creature that once lived in the shell?
- —Does this happen to all sea life?

Option: After discussing death of a shellfish, ask children what they know about death, and have they experienced death of a loved one? Let them talk about their feelings and how the person who has died continues to live in our memories. This is an advantage we have over other forms of life.

Second day: Remind students that shells are only the remains of something that once was alive. Have them research to identify names of shells and find something out about three or more. Discuss findings.

$$$ A PET $$$

GOAL

The importance of financial planning.

OBJECTIVE

Each student will be more able to identify steps needed in financial planning.

TIME: One class period

MATERIALS

Paper, pens/pencils

PROCEDURE

Have students talk about a pet they have or one they would like to have. Estimate costs on a chart:

KIND OF PET	COST OF FOOD/WEEK x 52 WEEKS	VET. COSTS FOR ONE YEAR	INCIDENTAL COSTS	COST OF PLACE TO KEEP PET (Cage, Bed, Pillow, Etc.)

Talk together about the costs estimated over a one year period for various types of pets. Discuss which pets are particularly costly and which are more reasonable. Discuss hidden costs. What does this process help them to understand more clearly? Could it be used for other topics? What and how? Discuss pets and their importance to the elderly. What implications do these costs have on the elderly?